

PERCEPTIONS OF DISTURBED AND DISTURBING
BEHAVIORAL CHARACTERISTICS BY SCHOOL PERSONNEL

BY

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A DISSERTATION PRESENTED TO THE
GRADUATE COUNCIL OF THE UNIVERSITY OF FLORIDA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA

1981

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ACKNOWLEDGEMENTS

The writer wishes to express appreciation to her entire doctoral committee, who provided guidance and encouragement while this study was being performed.

Dr. Rex E. Schmid, chairman, provided expert structure and direction for a philosophically complex topic, enabling the writer to produce a unified study. Dr. Robert F. Algozzine, co-chairman, provided an inexhaustible supply of reference material and statistical organization which gave the study substantive and scientific improvement. The ability of the chairman and co-chairman to counsel, encourage, and accommodate shifts in emphasis, made possible an ambitious analysis of a difficult and much debated topic.

Dr. Charles J. Forgnone, committee member, provided insight for a consistent rationale, giving the study consistency. Dr. Ralph B. Kimbrough, committee member, rendered invaluable assistance by relating the themes of pupil behavior to administrative perspectives and issues. Dr. Cecil D. Mercer, committee member, provided a means for bringing the results into a scientific unity, thereby preventing an unmanageable excess of variables.

The writer especially appreciates the willingness of her committee to allow a study which integrates a wide variety of her own educational experience and research. A committee of scholars less profound might have directed a study less ample and satisfying.

The writer wishes also to express her gratitude to her entire family for their support and tolerance throughout her study. Foremost, deepest appreciation is given her husband, Russ. His ever present encouragement and belief in the writer's abilities to conduct a study which would provide answers to deepest concerns were demonstrated in infinite ways, all of which made it possible to complete this work. Her children's display of sincere pride and interest allowed pursuit of a professional status and career.

Her father, who encouraged the beginning of the study, but did not live to witness its completion, is present in the writer's heart. The writer's mother, husband's parents, and sister and her family all deserve undying thanks for their patience, understanding, and encouragement in her work.

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Abstract of Dissertation Presented to the Graduate Council
of the University of Florida in Partial Fulfillment of the
Requirement for the Degree of Doctor of Philosophy

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August 1981

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The purpose of the study was to determine if similar behavioral characteristics are perceived by school personnel to be indicative of "emotional disturbance" and to be "disturbing" in working with children and youth. Relative perceptions of different types of school personnel toward behavioral characteristics considered indicative of "disturbed" and "disturbing" were examined.

A conceptual framework was established by returning to the pioneer study of disturbing behaviors performed by E. K. Wickman in 1928, and 33 replications and modifications which followed. Major effort was devoted in this study to the attainment of a truly global behavioral taxonomy.

A composite behavior rating scale was assembled from definitional characteristics used by the 50 state departments of education to establish eligibility for services for emotionally disturbed, the Wickman Rating Scale, and the Walker Social Behavior Survival Program. A

pilot study was performed at the University of Florida to determine reliability, validity, and item assessment.

Three categories of educators were selected from the Florida Putnam County School District; teachers, administrators, and counselors, the first by random selection. These 189 participants rated a two-time questionnaire about one week apart under the alternating conditions of "emotional disturbance" and "disturbing."

The 80 behavioral items, rated in two ways, were factored into nine behavioral clusters for analysis and interpretation. Pearson correlations showed no relationship between perceptions of the two conditions. Differences revealed by t tests between independent groups of respondents showed significant differences between perceptions of teachers and administrators, and teachers and counselors for various behavioral clusters. No significant difference was found between administrators and counselors. Differences were concluded to have implications for decision making in the referral process. Acceptable reliability was established; construct validity determined at .90, and an 85 percent return of the matched questionnaire was achieved.

Rankings formulated from mean scores, corroboration of aberrant behaviors by texts, and content of existing standardized behavior rating scales suggested a need for additional behavioral criteria in the Federal Regulations. The investigator recommended codification of "behavior disorders" and formulation of a nationally standardized definition for this special education category.

CHAPTER I

INTRODUCTION

The development of the individual's independence, skill, and purposefulness is assumed to be the focal point of the American educational enterprise. It is assumed that society as a whole develops and prospers when its citizens are well educated (Ramsey & Ramsey, 1978). Education for all is based on the fundamental concept of society's responsibility to educate every individual to the full extent of his capacities, whatever they may be or however attenuated by special circumstances (Reynolds, 1971). Subsequently, educators have been charged with the responsibility for promoting the emotional, social, and ethical growth of children, as well as fostering intellectual development (Kaplan, 1952).

Special education evolved in response to this traditional commitment to provide maximum opportunity for all persons in accordance with their needs. It has been deemed the function of special education to extend resources so that children who have unusual needs may be identified and served effectively (Christoplos & Renz, 1969; Stennett, 1966). In so doing, special education has been determined to be an integral part of our educational enterprise.

Too often, school personnel have considered the behavior of the child or youth as an entity apart from the conception of education. When this attitude has prevailed, teachers and other school personnel have been bothered or concerned about children's behavior when their actions have only been disturbing within the context of the school setting, in particular, the classroom (Pullias, 1934). The behaviors of students become problematic if they conflict with the ideals held by others for desirable behavior. Such ideals assume significance when standards held for conduct influence measures taken for prevention and correction of difficulties (Bain, 1934).

An exceptional student is stated to be one who deviates to an arbitrary degree from the norm on a given emotional, intellectual, physical, or developmental variable. Various methods have been used by educational investigators to screen and to identify children with behavior problems which deviate from the norm. Techniques have included the direct observation of students by teachers (Flanagan, 1954; Nelson, 1971; Werry & Quay, 1968); teacher responses to behavioral questionnaires (Kaplan, 1952; Shotel, Iano, & McGettigan, 1972); observations of teacher-student interactions (Brophy & Good, 1970; Good, 1970; Meichenbaum, Bowers, & Ross, 1969; Rothbart, Dalfen, & Barrett, 1971); teacher and teacher trainee checklists (Algozzine, 1976; Foster, Algozzine, & Ysseldyke, 1979; Salvia, Clark, & Ysseldyke, 1973); combinations of Bower's teacher, peer sociometric, and self-rating scales (Glavin, 1971; Maes, 1966; Salvia, Schultz, & Chaplin, 1974; Stennett, 1966; Zax, Cowen, Izzo, & Frost, 1964); correlations

between achievement and overt behavior (Spivack & Swift, 1966; Swift & Spivack, 1968, 1969; Vacc, 1968) and completion of problem behavior checklists (Algozzine, 1979; Dielman, Cattell, & Lepper, 1971; Noland & Gruber, 1978).

Traditionally, the identification of a student as emotionally handicapped or emotionally disturbed has denoted a medical orientation. Assessments determining clinical maladjustment have included the use of parent interviews (Beller & Neubaer, 1963; Lapouse & Monk, 1964; Mensh, Kantor, Domke, Gildea, & Glidewell, 1959); placement of family figures during clinical play (DuHamel & Jarmon, 1971; Weinstein, 1965); information gathered from clinical intake records (McDermott, Harrison, Schragger, Lindy, & Killins, 1967); use of personality surveys (McFie, 1934); and observational data combined with referral information (Patterson, 1964).

The identification of disturbed children in the educational realm has typically been accomplished by the use of instrumentation in the form of behavior rating scales and checklists (Burks, 1977; Lambert & Bower, 1961; Pimm & McClure, 1969; Quay & Peterson, 1967; Spivack, Haimes, & Spotts, 1967; Spivack & Spotts, 1966; Spivack & Swift, 1967; Walker, 1970). These instruments suggest cutoff scores based on data collected from behaviorally deviant and average behaving samples of children. Generally, a child or youth who exhibits a deficiency or an excess of behaviors indexed by these scales is a frequent candidate for special education services in the category of disturbance, in the behavioral realm (Algozzine, 1975; Kauffman, 1977). Rather than being

indicative of "emotional disturbance," such identification may be of behavioral characteristics found "disturbing" to school personnel in working with children. The child thought to be "disturbed" may be one who arouses reactions in those around him (Rhodes, 1967).

The Problem

School personnel, in particular teachers, have been asked to identify behaviors disturbing to them in working with children and youth. Teachers have been asked to respond to behavioral items listed on checklists or rating scales, and to list or record observed behaviors. Several investigations to determine perceptions of other school personnel concerning behavioral characteristics have been performed.

State departments of education have defined behaviors characteristic of emotional disturbance for identification of students qualifying for the category of special education services which addresses behavioral disorders. These disturbed behavioral characteristics have been substantiated by texts used in emotionally handicapped or emotionally disturbed education.

Few researchers have made systematic application of studies identifying disturbing behaviors. No relationships have been determined between perceptions of behaviors characteristic of emotional disturbance, and of behaviors disturbing in working with children and youth. The investigator attempted to determine whether relationships existed between school personnel perceptions of "emotional disturbance" and "disturbing" behaviors.

Purpose

The purpose for conducting this study was to determine whether school personnel perceive similar behaviors to be characteristic of "emotional disturbance," and "disturbing" in working with children and youth. A behavior rating scale devised by the investigator was used to ascertain those behaviors which school personnel perceive as "disturbed" and those behaviors which school personnel perceive as "disturbing." In addition, relationships of perceptions of "disturbedness" and "disturbingness" among different types of school personnel were examined.

Variables

The dependent variables in this study were the behavioral items listed on the behavior rating scale. These items were compiled from four sources as shown in Appendix A. The major portion of the scale contained those behaviors stated as definitional characteristics by 50 state departments of education for the identification of children and youth for special services in emotionally handicapped or emotionally disturbed education.

The independent variables consisted of the conditions of "disturbedness" and "disturbingness" which were assessed by different types of school personnel. Relationships were discerned both within and between the conditions, and both within and between the different types of school personnel.

Assumptions

The assumptions necessary in this study reflected the ideas and beliefs upon which the research problem was founded. These assumptions were essential in systematically designing the research investigation. The following assumptions were made:

1. School personnel perceive certain behavioral characteristics to be indicative of emotional disturbance.
2. School personnel perceive certain behavioral characteristics to be disturbing in working with children and youth.
3. Behavioral characteristics outlined by state departments of education for the identification of students for emotionally handicapped or emotionally disturbed education are the realm which is defined as emotional disturbance for educators.

Hypotheses

The following hypotheses were tested:

Hypothesis 1

There is no relationship between school personnel rating scores for the behavioral cluster Emotionally Withdrawn when the characteristics are presented in the categories "disturbance" and "disturbing."

Corollary 1a. There is no significant difference between the mean Emotionally Withdrawn rating scores produced by teachers and administrators for the category of "disturbance."

Corollary 1b. There is no significant difference between the mean Emotionally Withdrawn rating scores produced by teachers and administrators for the category of "disturbing."

Corollary 1c. There is no significant difference between the mean Emotionally Withdrawn rating scores produced by teachers and counselors for the category of "disturbance."

Corollary 1d. There is no significant difference between the mean Emotionally Withdrawn rating scores produced by teachers and counselors for the category of "disturbing."

Corollary 1e. There is no significant difference between the mean Emotionally Withdrawn rating scores produced by administrators and counselors for the category of "disturbance."

Corollary 1f. There is no significant difference between the mean Emotionally Withdrawn rating scores produced by administrators and counselors for the category of "disturbing."

Hypothesis 2

There is no relationship between school personnel rating scores for the behavioral cluster Weak Self-Control when the characteristics are presented in the categories "disturbance" and "disturbing."

Corollary 2a. There is no significant difference between the mean Weak Self-Control rating scores produced by teachers and administrators for the category of "disturbance."

Corollary 2b. There is no significant difference between the mean Weak Self-Control rating scores produced by teachers and administrators for the category of "disturbing."

Corollary 2c. There is no significant difference between the mean Weak Self-Control rating scores produced by teachers and counselors for the category of "disturbance."

Corollary 2d. There is no significant difference between the mean Weak Self-Control rating scores produced by teachers and counselors for the category of "disturbing."

Corollary 2e. There is no significant difference between the mean Weak Self-Control rating scores produced by administrators and counselors for the category of "disturbance."

Corollary 2f. There is no significant difference between the mean Weak Self-Control rating scores produced by administrators and counselors for the category of "disturbing."

Hypothesis 3

There is no relationship between school personnel rating scores for the behavioral cluster Appropriate Socialization when the characteristics are presented in the categories "disturbance" and "disturbing."

Corollary 3a. There is no significant difference between the mean Appropriate Socialization rating scores produced by teachers and administrators for the category of "disturbance."

Corollary 3b. There is no significant difference between the mean Appropriate Socialization rating scores produced by teachers and administrators for the category of "disturbing."

Corollary 3c. There is no significant difference between the mean Appropriate Socialization rating scores produced by teachers and counselors for the category of "disturbance."

Corollary 3d. There is no significant difference between the mean Appropriate Socialization rating scores produced by teachers and counselors for the category of "disturbing."

Corollary 3e. There is no significant difference between the mean Appropriate Socialization rating scores produced by administrators and counselors for the category of "disturbance."

Corollary 3f. There is no significant difference between the mean Appropriate Socialization rating scores produced by administrators and counselors for the category of "disturbing."

Hypothesis 4

There is no relationship between school personnel rating scores for the behavioral cluster Inadequacy-Immaturity when the characteristics are presented in the categories "disturbance" and "disturbing."

Corollary 4a. There is no significant difference between the mean Inadequacy-Immaturity rating scores produced by teachers and administrators for the category of "disturbance."

Corollary 4b. There is no significant difference between the mean Inadequacy-Immaturity rating scores produced by teachers and administrators for the category of "disturbing."

Corollary 4c. There is no significant difference between the mean Inadequacy-Immaturity rating scores produced by teachers and counselors for the category of "disturbance."

Corollary 4d. There is no significant difference between the mean Inadequacy-Immaturity rating scores produced by teachers and counselors for the category of "disturbing."

Corollary 4e. There is no significant difference between the mean Inadequacy-Immaturity rating scores produced by administrators and counselors for the category of "disturbance."

Corollary 4f. There is no significant difference between the mean Inadequacy-Immaturity rating scores produced by administrators and counselors for the category of "disturbing."

Hypothesis 5

There is no relationship between school personnel rating scores for the behavioral cluster Poor Academics when the characteristics are presented in the categories "disturbance" and "disturbing."

Corollary 5a. There is no significant difference between the mean Poor Academics rating scores produced by teachers and administrators for the category of "disturbance."

Corollary 5b. There is no significant difference between the mean Poor Academics rating scores produced by teachers and administrators for the category of "disturbing."

Corollary 5c. There is no significant difference between the mean Poor Academics rating scores produced by teachers and counselors for the category of "disturbance."

Corollary 5d. There is no significant difference between the mean Poor Academics rating scores produced by teachers and counselors for the category of "disturbing."

Corollary 5e. There is no significant difference between the mean Poor Academics rating scores produced by administrators and counselors for the category of "disturbance."

Corollary 5f. There is no significant difference between the mean Poor Academics rating scores produced by administrators and counselors for the category of "disturbing."

Hypothesis 6

There is no relationship between school personnel rating scores for the behavioral cluster Personality Problems when the characteristics are presented in the categories "disturbance" and "disturbing."

Corollary 6a. There is no significant difference between the mean Personality Problems rating scores produced by teachers and administrators for the category of "disturbance."

Corollary 6b. There is no significant difference between the mean Personality Problems rating scores produced by teachers and administrators for the category of "disturbing."

Corollary 6c. There is no significant difference between the mean Personality Problems rating scores produced by teachers and counselors for the category of "disturbance."

Corollary 6d. There is no significant difference between the mean Personality Problems rating scores produced by teachers and counselors for the category of "disturbing."

Corollary 6e. There is no significant difference between the mean Personality Problems rating scores produced by administrators and counselors for the category of "disturbance."

Corollary 6f. There is no significant difference between the mean Personality Problems rating scores produced by administrators and counselors for the category of "disturbing."

Hypothesis 7

There is no relationship between school personnel rating scores for the behavioral cluster Poor Relations when the characteristics are presented in the categories "disturbance" and "disturbing."

Corollary 7a. There is no significant difference between the mean Poor Relations rating scores produced by teachers and administrators for the category of "disturbance."

Corollary 7b. There is no significant difference between the mean Poor Relations rating scores produced by teachers and administrators for the category of "disturbing."

Corollary 7c. There is no significant difference between the mean Poor Relations rating scores produced by teachers and counselors for the category of "disturbance."

Corollary 7d. There is no significant difference between the mean Poor Relations rating scores produced by teachers and counselors for the category of "disturbing."

Corollary 7e. There is no significant difference between the mean Poor Relations rating scores produced by administrators and counselors for the category of "disturbance."

Corollary 7f. There is no significant difference between the mean Poor Relations rating scores produced by administrators and counselors for the category of "disturbing."

Hyporthsis 8

There is no relationship between school personnel rating scores for the behavioral cluster Acting out when the characteristics are presented in the categories "disturbance" and "disturbing."

Corollary 8a. There is no significant difference between the mean Acting Out rating scores produced by teachers and administrators for the category of "disturbance."

Corollary 8b. There is no significant difference between the mean Acting Out rating scores produced by teachers and administrators for the category of "disturbing."

Corollary 8c. There is no significant difference between the mean Acting Out rating scores produced by teachers and counselors for the category of "disturbance."

Corollary 8d. There is no significant difference between the mean Acting Out rating scores produced by teachers and counselors for the category of "disturbing."

Corollary 8e. There is no significant difference between the mean Acting Out rating scores produced by administrators and counselors for the category of "disturbance."

Corollary 8f. There is no significant difference between the mean Acting Out rating scores produced by administrators and counselors for the category of "disturbing."

Hypothesis 9

There is no relationship between school personnel rating scores for the behavioral cluster Socialized Delinquency when the characteristics are presented in the categories "disturbance" and "disturbing."

Corollary 9a. There is no significant difference between the mean Socialized Delinquency rating scores produced by teachers and administrators for the category of "disturbance."

Corollary 9b. There is no significant difference between the mean Socialized Delinquency rating scores produced by teachers and administrators for the category of "disturbing."

Corollary 9c. There is no significant difference between the mean Socialized Delinquency rating scores produced by teachers and counselors for the category of "disturbance."

Corollary 9d. There is no significant difference between the mean Socialized Delinquency rating scores produced by teachers and counselors for the category of "disturbing."

Corollary 9e. There is no significant difference between the mean Socialized Delinquency rating scores produced by administrators and counselors for the category of "disturbance."

Corollary 9f. There is no significant difference between the mean Socialized Delinquency rating scores produced by administrators and counselors for the category of "disturbing."

Rationale

The purpose of this investigation was to address the behaviors which are perceived as "emotional disturbance" and those perceived as "disturbing" in working with children and youth. The perceptions of these categories are seen as particularly important in the referral of a student for emotionally handicapped or emotionally disturbed education.

Perceptions of School Personnel

The teacher has been seen to be the primary source of referral of students (Hersh, 1971) and has been considered to be in an

opportune position for making recommendations for special education services (Kelly, Bullock, & Dykes, 1974). The importance of teachers' perceptions of problem behaviors becomes magnified when it is recognized that this act may be culminated by the placement of a special label upon the referred student (Robbins, Mercer, & Meyers, 1967).

Investigators of previous studies have produced contradictory results concerning the perceptions of teachers toward problem behaviors. Teachers have been deemed proficient in distinguishing between children exhibiting normal behaviors and those exhibiting behavior disorders (Harth & Glavin, 1971; Nelson, 1971). Conversely, studies have shown that one teacher's perception of a problem child has not been another teacher's perception across the school setting (Epstein, 1941). Not only do teacher expectations bias perceptions (Jones, 1977; Rosenthal & Jacobson, 1966), but it has been shown that teachers' tolerance levels vary toward behaviors considered aberrant (Curran, 1977).

The perceptions of other school personnel are also important, as the referral process encompasses the perceptions of these individuals as well. Concern has been shown that the influence of the referring person upon the perceptions of other significant persons in a position to make judgments and recommendations has scantily been investigated (Hersh, 1971). Other local school center personnel who may be most influential in assessing behaviors of children include the principal, assistant principal, dean, and guidance counselor.

In one study, perceptual changes in school administrators did occur following consultation with guidance personnel about problem children (Kitano, 1961).

Investigators have produced contradictory results in perceptions of problem behaviors by teachers and personnel versed in the field of mental health. Teachers and community mental hygienists have differed in their perceptions of maladjustment in numerous studies (Aaron, 1958; Boynton & McGaw, 1934; Clark, 1950; Hunter, 1957; Kaplan, 1952; Mansergh, 1968; Stouffer, 1956; Thompson, 1940; Ullmann, 1952; Wickman, 1928; Yourman, 1932). School personnel most involved in the mental health counseling role have been found to hold conflicting perceptions. Needs of problem children have been perceived in a similar manner to teachers (Stewart, 1957; Stouffer, 1952; Whetstone, 1965), and perceived differently to teachers but similarly to community mental hygienists (Mansergh, 1968).

In addition, research has dealt only slightly with the involvement of the school psychologist in response to a referral for special education services. The extent to which the school psychologist can divest himself of personal bias in the administration and scoring of tests has made a difference in student evaluations (Masling, 1959), and can become a determinant factor in qualifications and recommendations for special education services.

Referral Process

The referral process for evaluation for special education services for the category of behavior disorders is fairly uniform across

school districts. Typically, a student is assessed a misfit (Major, 1961) by one of his teachers if his/her behavior fails to meet expectations for classroom achievement and/or conduct. Local school center personnel are alerted to the problems incurred by the identifying teacher. Other teachers, administrators, and counselors become involved by completing demographic information forms, attending conferences with parents and/or school personnel, rating behavior rating scales and checklists, and administering screening instruments for the purpose of eliminating intellectual, sensory, and physical impairments as primary contributors to the bothersome or disturbed behavior observed. The school psychologist, following evaluation of the student, makes recommendations for appropriate placement or non-placement of the referred student. This recommendation is then reviewed by the district's Director of Special Education, who legally renders the ultimate decision.

Several major issues arise from the aforementioned referral process. First, once identification has been made, the self-fulfilling prophecy phenomenon may occur. Conditions can be created by which the prophecy is realized (Palardy, 1969). The manner in which the student is viewed may be biased (Robbins et al., 1967). Teachers have been determined to possess differing tolerance levels for coping with aberrant behaviors (Curran, 1977), to demonstrate personal traits which lend to harmonious interactions with students (Flanders, Morrison & Brode, 1968; Swap, 1974; Tiedeman, 1942; Walberg, 1968),

and to have differential effects on academic performance (Ryans, 1961a, 1961b; Veldman & Brophy, 1974).

Secondly, ethical and legal concerns have abounded over the issue of placement and labeling (Combs & Harper, 1967; Dunn, 1968; Hammons, 1972; Johnson, 1969; Jones, 1972; Lilly, 1970). Determined qualification for placement has resulted in the labeling of students as emotionally disturbed, emotionally handicapped, behavior disordered, or with some synonymous term denoting emotional disturbance. Siders (1979) cautioned school personnel to differentiate between identification and placement. Traditionally, identification and placement have been equated to provide for the end product, treatment. Special education placement has been based upon the handicapping disability and the need for special treatment, which in essence are separate entities. The stigma of labeling and erroneous placement have been determined intolerable (Garrison & Hammill, 1971).

Subsequently, the third major concern involves appropriate treatment. Professionals in education have established hierarchies of services in a classification system tailored to meet needs of students (Deno, 1970; Reynolds, 1962). Legislation has mandated education occur in the least restrictive environment. This environment has typically been considered the point on the continuum of least to most restrictive options. If treatment and programming are provided based on individual needs, the individual becomes the primary source of defining the least restrictive environment (Gallagher, 1972).

Researchers have recommended components be included in the curriculum for teacher training, such as behavior management (Kelly et al., 1974). Thus treatment or remediation may be provided in the level of service most appropriate for the individual student.

Importance of the Study

Behavioral characteristics of emotional disturbance have been defined by state departments of education. Texts used in the field of emotionally handicapped or emotionally disturbed education have substantiated these behaviors as being indicative of emotional disturbance.

Writers have identified categories of behaviors found most bothersome to teachers. One study used a modified Quay-Peterson Behavior Rating Scale, referred to as the Disturbing Behavior Checklist, in which behavioral items indicative of emotional disturbance were rated by their degree of bothersomeness to teacher trainees and school personnel (Algozzine, 1979). Another investigation was conducted to determine which behaviors of children were perceived as immediately troublesome to teachers and which were indicators of future maladjustment (Sparks, 1952). Two groups of teachers and teacher trainees rated the behavior characteristics under two sets of instructions.

No one has performed the research proposed by this investigation. Specifically, school personnel have not been asked to respond to the same behavior rating scale in two different ways. If a relationship exists between ratings of "disturbed" and "disturbing" behavior,

implications for referral exist. Most teachers may have a genuine desire to refer disturbed children or youth for special education services, but their motives are entangled with the need to maintain order and to provide instruction in the classroom. If a teacher is prompted to refer a student due to his/her disturbing behavior in the classroom, the motive may be a justification for removal of the child from the classroom environment (Towbin, 1960). Different types of school personnel participate in the referral process and make decisions reflective of their perceptions of behavior.

An identification of those behaviors characteristic of emotional disturbance which are most disturbing to school personnel is essential to effective remediation. Methods of behavior management inherent to specific behaviors can be taught to school personnel.

Delimitations

This study was delimited to the following:

1. One school district in Florida.
2. School personnel employed by the Putnam County
District School Board.

Limitations

Results obtained in one school district in Florida may not be generalized to all school districts in Florida or to all school districts in the United States. Pertinent facts relating to the location, education, population, economics, and industry of the county are summarized in Appendix B.

Though a random sample of elementary, secondary, and exceptional education teachers was selected, perceptions may not be representative of all teachers. Perceptions of behavioral characteristics by the county level administrators, principals, assistant principals, deans, guidance counselors, and school psychologists in this study may not be representative of all school personnel in these positions.

Summary

State departments of education have defined behavioral characteristics of emotional disturbance in the educational realm. These characteristics have been substantiated by texts used in emotionally handicapped or emotionally disturbed education.

Teachers have been the main source of referral for special education services which address disturbance in the educational setting. Other school personnel are involved in the referral process and make recommendations. Instrumentation in the form of behavior rating scales and checklists has been used by school personnel in the identification of children and youth for referral to the category of emotional disturbance in special education.

Behavioral characteristics found disturbing or bothersome in working with children and youth have been identified by teachers and other school personnel. The relationship between these disturbing behaviors and behaviors indicative of emotional disturbance has not been explored by prior investigators.

A behavior rating scale devised by the investigator was used to determine whether similar behavioral characteristics were perceived by school personnel to be indicative of "emotional disturbance" and to be "disturbing" in working with children and youth. In addition, the relative perceptions of "disturbedness" and "disturbingness" by school personnel (teachers, principals, assistant principals, deans, and guidance counselors) at the local school level, administrators and school psychologists at the district level, were examined.

CHAPTER II

REVIEW OF THE LITERATURE

The body of literature concerning those behavioral characteristics perceived as bothersome or disturbing in working with children or youth has proliferated rapidly since the mid 1920's. The state departments of education have defined emotional disturbance in the educational setting. Each state has formulated definitional characteristics of behavior to be used in the identification of students qualifying for special education services in the behavioral realm. Texts used in colleges or universities have tended to standardize these behaviors as indicators of emotional disturbance. Since emotionally handicapped or emotionally disturbed students characteristically display aberrant behaviors, it was important to determine the relationship between "disturbedness" and "disturbingness." The following is a review of the literature related to behavioral characteristics indicative of "emotional disturbance," and behavioral characteristics found to be "disturbing" in working with children and youth.

Selection of the Relevant Literature

A concerted effort was made to locate those sources most appropriate in the study of perceptions of "disturbed" and "disturbing" behavior. These sources included Exceptional Child Education Resources (ECER) and Educational Resources Information Clearinghouse (ERIC) computer searches, the Current Index of Journals in Education, and Dissertation Abstracts International. Descriptors employed in this search include (a) disturbing behaviors, (b) disturbed behaviors, (c) behavior problems, (d) socially deviant behavior, (e) emotionally disturbed children, (f) emotionally handicapped, (g) teacher attitudes, (h) teacher behavior, (i) behavior rating scales, and (j) mental hygiene.

Following the review of significant investigations, the bibliography of each was examined for further references. The search located texts and journal articles extending from the mid 1920's to the present time. The texts primarily dealt with student-teacher interaction in the classroom, theories of mental hygiene, and emotional disturbance in the educational realm. Journal articles were mainly concerned with "disturbedness" and "disturbingness" in the clinical and educational sectors.

A survey of publications relating to the study was made through use of the card catalog at the University of Florida's main library, Library West. Pertinent books were located relating to teacher attitudes toward behaviors of children and youth, including Pygmalion in the Classroom (Rosenthal & Jacobson, 1968), Looking in Classrooms

(Good & Brophy, 1978), and Self-Fulfilling Prophecies (Jones, 1977). Clinical perceptions of maladjusted children and youth were proposed in Mental Hygiene: The Dynamics of Adjustment (Carroll, 1969), Mental Hygiene: A Survey of Personality Disorders and Mental Health (Klein, 1944), and Mental Hygiene in School Practice (Fenton, 1949). Educational theories indigenous to characteristics of behavior disordered children were set forth in The Child and His Curriculum (Lee & Lee, 1940), Early Identification of Emotionally Handicapped Children in School (Bower, 1969), A Psychological Approach to Abnormal Behavior (Ullmann & Krasner, 1969), Characteristics of Children's Behavior Disorders (Kauffman, 1977), Teaching Children and Youth with Behavior Disorders (Shea, 1978), Children in Conflict (Reinert, 1976), and Conflict in the Classroom (Long, Morse, & Newman, 1965).

The mid 1920's to the present time encompassed the time parameter used in this review. In 1928, a pioneer study was published by Wickman which has been replicated and modified in numerous investigations. This study of teacher attitudes toward the behavior problems of children has been described as a classic investigation (Fenton, 1949) and as one of the most illuminating studies in the area of problem behaviors (Lee & Lee, 1940). Though conducted over a half century ago, it exerts considerable influence on contemporary thinking in this field with the most recent follow-up study conducted by Bunting in 1978. Due to the inaccessibility of the earliest replications and modifications, retrieval of publications was accomplished through the University of Florida's main library. Such

facilities and services included the Library Interloan Office and the Government Documents Branch.

More recently, a grant proposal and instrumentation currently being performed, entitled Development, Testing and Replication of a Social Behavior Survival (SBS) Program for Mainstreaming Handicapped Children, was requested and secured from Walker and Rankin (unpublished) at the University of Oregon. An integral factor in the current emphasis on mainstreaming has been the identification of those behaviors which school personnel find difficult in integrating handicapped children within the regular classroom.

The most current definitional characteristics formulated by the 50 state departments of education were extracted from statutes and regulations received from each state (see Appendix C for state departments of education reference sources). A request was made by this investigator for the definitional criteria utilized by each state to determine qualification for emotionally handicapped or emotionally disturbed services in special education. These definitional characteristics are considered to be the behavioral realm for emotional disturbance in education.

Nature of the Literature

The procedure used in reviewing the related research produced differing state regulations containing definitional characteristics for students qualifying for emotionally handicapped or emotionally disturbed services in special education. Appendix D is a grid

displaying definitional characteristics by states. Texts were employed to verify the validity of these behaviors.

In addition, the comprehensive review of the related literature revealed 33 replications and modifications relating to the Wickman (1928) study. These investigations have studied the perceptions of teachers, teacher trainees, principals, assistant principals, school psychologists, guidance counselors, community mental hygienists, parents, and/or students toward maladjusted, bothersome, and disturbing behaviors of children and youth. Only a few researchers have explored the "disturbingness" of behaviors indicative of "emotional disturbance." None have attempted to find a relationship between "disturbedness" and "disturbingness."

Disturbed Behaviors

The term "emotionally disturbed" appears in the professional literature, undefined, in the early 1900's. Education has used the term to label a variety of behavioral problems (Reinert, 1976). An official or widely accepted definition of emotional disturbance in the educational realm has yet to be written (Kauffman, 1977). The detrimental effect of a child's or youth's behavior upon self or others, in terms of development, adjustment, and education, has been used as a criterion for disturbance (Kauffman, 1977; Kirk, 1962; Reinert, 1976).

Contrasting theories concerning the nature of emotional disturbance have been proposed by authors of texts used in teacher training in special education. Long et al. (1965) stated that emotional

disturbance is a part of a person's life. Kauffman (1977) stated that it is the degree of disturbedness which connotes emotional disturbance, and that within the degree, there are levels of mild, moderate, and severe disturbance. Redl (1965) stated that there is a difference between the "emotionally disturbed child" and behavior which indicates "a state of emotional disturbance."

Relative agreement has been found in the classification of aberrant behaviors by text authors. Kauffman (1977) identified four facets of disordered or disturbed behavior, including hyperactivity, distractibility, impulsivity; aggression; withdrawal, immaturity, inadequacy; and deficiencies in moral development. Reinert (1976) divided deviant behaviors into four basic types to include acting out, withdrawing, defensive, and disorganized behaviors.

Shea (1978) identified numerous specific behaviors inherent to the classification of affective learning handicaps. Problem behaviors in the affective dimension are identified as the following: anxiety, attention seeking, disruptiveness, physical and verbal aggression, inflexibility, instability, overcompetitiveness, inattentiveness, impulsivity, perseveration, poor self-concept, negativism, hyperactivity, hypoactivity, withdrawal, passive-suggestible behavior, social immaturity, inefficient interpersonal relations, sexual complaints, chronic disobedience, motivational problems, and hypersilient behavior.

The compilation of 48 definitional characteristics by states shown on the grid in Appendix D and displayed by frequency, reveal

five behaviors to be identified by at least 60 percent of the states. The remaining 41 definitional characteristics find commonality among less than 20 percent of the states. The behavioral characteristics most frequently defined by states as indicative of emotional disturbance in education are as follows: unsatisfactory interpersonal relationships; unhappiness, depression; physical illnesses; unable to learn commensurate with ability; and inappropriate behaviors under normal circumstances. These characteristics were termed by Bower (1960, 1969) and are stated in Federal Regulations (Federal Register, 1977) as definitional characteristics for the category of behavioral disorders in special education.

The remaining behavioral characteristics identified by states are shown on the grid. Responses other than specific behavioral characteristics include: seven states with materials received but no criteria stated, three states having services for emotionally handicapped or emotionally disturbed, but no materials available at time of request for distribution, and three states defined as non-categorical.

The most frequently identified characteristic was that of an inability to build or maintain satisfactory relationships with others. Bower (1960, 1969) found this characteristic to encompass demonstrations of sympathetic feelings or warmth toward others, the ability to stand alone when necessary, to have close friends, be aggressively constructive, and to participate in activities with others as well as by oneself.

The second most frequent characteristic defined by the states was a general, pervasive mood of unhappiness or depression. These children are purported by Bower to seldom smile and to lack a vivaciousness in performing their school work. A tendency to develop physical symptoms, pains, or fears associated with personal or school problems was found to be of equal frequency by states. An avoidance of activities may be inherent in psychosomatic illnesses.

Third in frequency were two characteristics, an inability to learn which cannot be explained by intellectual, sensory, or health factors, and inappropriate behaviors under normal circumstances. Bower considered the former to be the single most significant characteristic of emotionally disturbed children, and though found to be of high frequency in this study, was not the most important to the states. The latter characteristic was termed by Bower to describe the child who is perceived as acting funny by peers, and who reacts disproportionately to simple commands.

Much ambiguity is reflected in the aforementioned characteristics most frequently defined by states as indicative of emotionally disturbed behaviors. Specific behaviors may be incorporated into each of the characteristics or deleted at will. For example, poor interpersonal relationships may include aggression and withdrawal, avoids participation with others. These two behaviors are noted by texts in the field (Kauffman, 1977; Kirk, 1972; Reinert, 1976; Shea, 1978) to be primary determinants of emotional disturbance, and though

listed high in frequency by states as separate entities, these behavioral characteristics are identified by less than 20 percent of the states.

Disturbing Behaviors

Numerous educators and clinicians recognize the investigation by Wickman (1928) to be the first major study which attempted to identify specific behaviors found bothersome or disturbing in working with children. Subjects for this study included 511 teachers from 13 elementary schools in Ohio, New York, New Jersey, and Minnesota, three undergraduate classes at the Teachers College, Columbia University, and 30 mental hygienists from child guidance clinics in Pennsylvania, Ohio, and New Jersey. Subjects rated 50 teacher identified behavioral items considered to cause difficulty, noting the frequency and seriousness of each behavior.

Results identified discrepancy between ratings by teachers and clinicians. Teachers found antisocial, aggressive, acting out behaviors to be of most concern; whereas, clinicians were concerned with recessive, withdrawn behaviors. Of the total 50 behavioral items, those determined most disturbing in working with children are listed in order of total ratings: heterosexual activity; stealing; masturbation; obscene notes, pictures; untruthfulness, lying; truancy; impertinence, defiance; cruelty, bullying; cheating; and destroying school materials. These behaviors identified as most disturbing by teachers were stated to be those affronting the teacher's moral

standards and challenging the teacher's authority and instructional performance in the classroom.

Many of the early studies following the classic Wickman (1928) investigation reiterated the feelings of the time that mental hygienists were presumed to be the experts in the field as they dealt clinically with problem children. It was presumed the training of teachers must include more of the mental hygienists' theoretical perceptions. Teachers must be led to understand the importance of attention to wholesome personality development along with intellectual growth (Carroll, 1969; Fenton, 1949; Klein, 1955; Lee & Lee, 1940). An emphasis on treating the whole child was advocated.

A comprehensive review of the related literature revealed 33 replications and modifications relating to the Wickman (1928) study (see Appendix E). These investigations have studied the perceptions of teachers, teacher trainees, principals, assistant principals, school psychologists, guidance counselors, community mental hygienists, parents, and/or students toward bothersome, maladjusted, or disturbing behaviors of children and youth.

The Wickman study confined its subjects to be representative of teachers at the elementary level. In order to determine if differences in perceptions would be obtained, secondary level teachers were queried (Ellis & Miller, 1936; Stewart, 1957; Stouffer, 1956; Ullmann, 1952). Numerous studies replicated the selection of teachers from the elementary level (Aaron, 1958; Boynton & McGaw, 1934; Bunting, 1978; Epstein, 1941; Laycock, 1934; McClure, 1929;

Mitchell, 1942; Penzer, 1962; Young-Masten, 1938; Yourman, 1932). Some studies assessed both elementary and secondary levels (Kelly et al., 1974; Mansergh, 1968; O'Malley, 1935; Peck, 1935; Schrupp & Gjerde, 1953), and some were nonspecific to the teaching levels represented (Hunter, 1957; Qaisar, 1975; Thompson, 1940; Whetstone, 1965). In general, the most serious behaviors reflected those found disturbing to the order and routine of the classroom. The professional success of the teacher is most often recognized by the educational achievement of students, thus the emphasis and concern for classroom orderliness and recognition of authority.

Teacher trainees were selected as subjects for various types of treatment. Types of behavioral solutions for items listed on Wickman's rating scale were solicited from graduates and undergraduates (Pullias, 1934). Teachers enrolled in university courses identified problem behaviors through the writing of case studies (Peck, 1935), and by defining irritating and annoying situations (O'Malley, 1935). Perceptions of teachers and teacher trainees toward aggressive and withdrawn behaviors were assessed in two different investigations (Clark, 1950; Sparks, 1952). The former was concerned with comparisons of previous studies reporting attitudes of teachers and mental hygienists, and the latter attempted to distinguish troublesome behaviors and behaviors indicative of future maladjustment. Davis (1958) sought to determine if teacher trainees' attitudes toward aggressive and withdrawn behaviors would be affected by a period of course instruction. A listing of problem behaviors and rating of checklists to compile

behavioral items were completed by teachers enrolled in a college course (Kaplan, 1952). A five year follow-up study was conducted by Bain (1934) to determine behavioral perceptions of teacher trainees in three college courses at Teachers College, Columbia University, in contrast to those of Wickman's teacher trainees enrolled in three comparable courses at the same institution.

The relationship between teacher perceptions and clinical perceptions was investigated in a number of studies (Dickson, 1932; Mitchell, 1942; Penzer, 1962; Qaisar, 1975; Schrupp & Gjerde, 1953; Stewart, 1957; Whetstone, 1965). Investigators have interpreted the category of mental hygienist to include mental health professionals in community child guidance clinics (Wickman, 1928), community related psychiatrists and psychologists (Mitchell, 1942; Penzer, 1962; Ullmann, 1952), psychiatric social workers (Ullmann, 1952), community social workers (Penzer, 1962), and a mental health nurse (Ullmann, 1952).

More recent studies have included school personnel who received training in the field of mental health as "mental hygienists" in an attempt to reproduce the categories of professionals investigated by Wickman (1928). Specifically, the positions are those of school guidance counselors (Mansergh, 1968; Stewart, 1957; Whetstone, 1965) and school psychologists (Penzer, 1962; Thompson, 1940).

Other professional groups selected for inclusion in studies dealing with the identification and rating of behavior problems include principals, assistant principals, parents, and children. These groups have shown perceptions similar to those of teachers (Mansergh,

1968; Thompson, 1940); however, parents were found to perceive behavior problems differently than teachers (MacClenathan, 1933). All of the aforementioned groups perceived problems of behavior in children differently from mental hygienists (Stogdill, 1931).

The Wickman Rating Scale has been employed in nine of the follow-up studies. Modified Wickman Rating Scales have been utilized in seven of the follow-up studies, these modifications primarily regarding changes in behavioral items and in instructions given subjects for ratings of items.

A major criticism of the Wickman study was the fact that different questions and instructions were given to the teachers, and to the mental hygienists. Some studies have administered identical directions to both groups of professionals (Ellis & Miller, 1936; Mitchell, 1942; Stouffer, 1952) to determine if perceptions in problem behavior would resemble or differ from findings by Wickman. Other studies used the original instructions to determine possible changes in professional perceptions over the decades (Schrupp & Gjerde, 1953).

Studies have replicated individual schedules employed by Wickman. A total of 11 measurement schedules were devised in the original investigation (Appendix F).

Schedules A-1 and A-2 were performed in an attempt to discover which behaviors teachers would identify as problem behaviors. The refined compilation of items secured by these two schedules became the content for the Wickman Rating Scale. In a similar vein, Peck (1935) asked teachers to write case studies of problem children so

that behaviors might be identified. Ullmann (1952) and Stewart (1957) requested descriptions of ninth grade problem students. Epstein (1941) compiled lists of desirable as well as undesirable behaviors, since problem children were not identified as such across the school setting.

A five year follow-up of an assessment of teacher trainees' perceptions was performed by Bain (1934) at Teachers College, Columbia University. Schedule B-3 was replicated in an attempt to determine changes in behavioral perceptions of teacher trainees enrolled in three courses comparable to those of Wickman's subjects. More awareness of withdrawn, recessive behaviors was shown by the follow-up study.

Wickman's Schedule D listed problem children and asked teachers to state the behaviors of these children. Clark (1950) located behavioral items in the literature in related fields of education, psychology, and sociology. Kelly et al. (1974) secured listings of behavior disordered pupils from teachers' rosters, and O'Malley (1935) probed situations producing irritations in student-teacher interactions. Problem children were recorded (Boynton & McGaw, 1934; Yourman, 1932) and selected for observation (Epstein, 1941; Young-Masten, 1938). Young-Masten (1938) found types of behavior observed in problem children, and in children selected as average in behavior, not to show a difference in types of behaviors but in frequency of behaviors.

Although defects in the research by Wickman (1928) have been noted by critics (Watson, 1933), the study remains the pioneer work, held in esteem, and seen to be of value. Major criticisms were found in the instructions administered teachers and mental hygienists, including differences in directions, phrasing of questions, and time constraints. Schedules B-4 and B-5 were given teachers and mental hygienists, respectively, on two different occasions and under two differing sets of instructions. The immediate effect of problem behaviors was asked of teachers, and the future effects of problem behaviors relating to the adjustment of children was asked of mental hygienists. The limited time constraint of 30 minutes allowed teachers in the rating of the 50 behavioral items in contrast to the unlimited time given mental hygienists in which to express professional judgments procured differing responses. Ambiguity of items and non-specifications of differences between ratings were also mentioned.

Disturbed and Disturbing Behaviors

In an effort to determine which behaviors of children were perceived as immediately troublesome to the teacher, and which were indicators of future maladjustment, teachers and graduate students at the State University of Iowa were asked to rate the Wickman Rating Scale (Sparks, 1952). Results indicated that those subjects rating "disturbing" behavior characteristics and those subjects rating behavior characteristics indicative of "disturbance" rated the behavioral

items differently under two differing sets of instructions. Problem behaviors which teachers considered most troublesome were representative of behavior which frustrates the teacher in attempting to educate children, including disturbances in the classroom and lack of application to school work. Behaviors which teachers considered most detrimental to the future adjustment of the child were associated with violations of the school community's social and moral code. Specifically, the behavioral characteristics deemed most "disturbing" were as follows: interrupting, carelessness in work, inattention, restlessness, silliness, whispering and note writing, tattling, thoughtlessness, disorderliness, and inquisitiveness. Behavior characteristics found most indicative of later "disturbance" included: stealing, untruthfulness, unreliableness, cruelty and bullying, cheating, heterosexual activity, impertinence, impudence, selfishness, and laziness.

Most states exclude socially maladjusted students in their definitional criteria for emotionally disturbed or emotionally handicapped educational services. One state included delinquent behavior as a definitional characteristic, specifically, lying, stealing, and fighting. Kirk (1962) found differentiation between social maladjustment, emotional disturbance, and delinquency, a subcategory of socially maladjusted, to be difficult because the dynamics of behavior in all three classifications may be similar. Some children who are emotionally disturbed may, through conflict with peers and teachers at school and with siblings and parents at home, be considered socially maladjusted. The maladjustment may lead to aggressive behavior, stealing, or property

destruction, resulting in entanglement with the law. Such a child or youth may legally become a delinquent.

Numerous studies have attempted to define behavioral characteristics of delinquent youth. The Gough-Peterson Scale, a self-rating scale, was determined effective by Quay and Peterson (1958) in differentiating delinquents from normal adolescents. Factor analyses of ratings by teachers and cottage parents identified four dimensions of delinquent behavior which revealed counterpart dimensions in other investigations. These dimensions include psychopathic-unsocialized, characterized by aggression and overt hostility; disturbed-neurotic, characterized by withdrawal, submissiveness, and anxiety; inadequacy-immaturity, a sense of incompetency; and unsocialized-subcultural, a syndrome of gang activities (Jenkins & Glickman, 1946; Peterson, 1961; Peterson, Quay, & Cameron, 1959; Quay, 1964; Quay & Quay, 1965). Quay, Werry McQueen, and Sprague (1966) identified the unsocialized aggressive, conduct disordered dimension as the type of child or youth most troublesome in the school setting; therefore, the most likely to be referred for special services in the category of emotionally handicapped or emotionally disturbed education.

The Quay-Peterson Behavior Problem Checklist was determined to be a reasonably efficient and accurate instrument for screening populations of school children to select those needing services for the emotionally disturbed (Qaisar, 1975). A modified form of this checklist, containing behavioral items indicative of emotional disturbance, was devised for use in a study by Algozzine (1979). The

Disturbing Behavior Checklist was administered to teachers, teacher trainees, and other school personnel who were asked to respond to the relative "disturbingness" of behaviors portrayed in the behavioral items. A factor analytic procedure was used to derive disturbingness dimensions, each dimension containing behaviors considered "disturbing" relative to certain constructs which were determined bothersome in working with children. Results indicated that the socially deviant behaviors were more bothersome than those of immature, physically disturbing, or socialized delinquent behaviors. The differential "disturbingness" of children's behaviors was concluded, and bias in the referral process was questioned.

Summary

A review of the literature encompassed definitional characteristics of emotional disturbance in the statutes or regulations of 50 state departments of education. The detrimental effect of these behaviors upon the affective and educational development of self and others appeared to be the sole definitional agreement among authors of texts.

The Wickman (1928) study has been followed by 33 replications or modifications attempting to identify behaviors considered bothersome to school personnel. Teachers have primarily rated aggressive, antisocial, acting out behaviors to be those most disturbing in working with children and youth. Relationships of ratings given by school personnel and mental health clinicians have been of primary interest.

Researchers have attempted to define dimensions of behavioral characteristics differentiating social maladjustment, emotional disturbance, and delinquency. The dynamics of behavior have been determined to create an overlap between the three classifications.

Behavior rating scales have been administered to assess the "emotional disturbance" and "disturbingness" of problem behaviors. Prior to this investigation, statistical analyses by writers have not dealt with the relationship between the conditions of "disturbedness" and "disturbingness," or with the relationship between the conditions as perceived by various types of school personnel.

CHAPTER III

METHODS AND PROCEDURES

Researchers have investigated the perceptions of school personnel and clinicians concerning behaviors which are characteristic of emotional disturbance, and those which are disturbing to the learning environment of children and youth. However, the studies have asked different questions to several types of school personnel and mental health professionals; they have evaluated either the behaviors characteristic of emotional disturbance, or the behaviors disturbing in working with children and youth.

Prior to determining a relationship between the professional types of school personnel and the behaviors they perceive as "disturbed" and "disturbing," several questions needed to be answered, one of which was examined in this study: Do school personnel perceive the same behaviors to be characteristic of "emotional disturbance," also to be "disturbing" in working with children? Two related questions were: Do various types of school personnel perceive different behaviors as characteristic of emotional disturbance, and do these same types of school personnel perceive different behaviors to be disturbing in working with children?

This chapter describes the setting and subjects in the study, and it states the research questions. The development of instrumentation is outlined. The research procedures and data collection are delineated. The dependent and independent variables are presented, along with substantive data analysis.

Setting

This study was conducted in the Putnam County School District, one of the 67 school districts in Florida. A description of this school district from which data were collected is included in Appendix B.

Subjects

The subjects for this study were school personnel employed in the Putnam County School District in Florida. Specific personnel categories selected for participation included: elementary classroom teachers (pre K-5), secondary level teachers (6-12), and exceptional education teachers, all levels; instructional administrators, non-instructional administrators, supervisors classified as county level administrators; principals and assistant principals of elementary and secondary schools, and deans of secondary schools; guidance counselors of elementary and secondary schools; and school psychologists. A random sample of elementary and secondary classroom teachers and exceptional education teachers was selected by use of a random table (Borg & Gall, 1979).

Participation of all county level administrators, principals, assistant principals, deans, guidance counselors, and school psychologists was sought. The total number of subjects asked to participate

were 112 teachers, 17 county level administrators, 16 principals, 12 assistant principals, 7 deans, 21 guidance counselors, and 4 school psychologists. Of the 234 elementary teachers and 231 secondary teachers in the district, a sample of 20 percent from the category of general education teachers (47 elementary and 46 secondary) were randomly selected. A sample of 25 percent of the 74 exceptional education teachers, totaling 19, were selected from use of the random table. Questionnaires were administered to a total of 189 persons classified as school personnel.

Research Questions

The following research questions were examined in this study:

1. Do school personnel perceive similar behaviors to be characteristic of "emotional disturbance" and to be "disturbing" in working with children?
2. Do various types of school personnel perceive different behaviors to be characteristic of emotional disturbance?
3. Do various types of school personnel perceive different behaviors to be disturbing in working with children?

Instrumentation

A behavior rating scale was developed to facilitate the process of determining the relative "emotional disturbedness" and "disturbance" of behavioral characteristics. Differences among behaviors

thought to be characteristic of "emotional disturbance" and "disturbingness" were analyzed from rating scores obtained, as were differences between those behaviors characteristic of both groups.

The behavior rating scale was developed to be an indicator of the relative "emotional disturbance" and "disturbingness" of behaviors characteristic of disturbed and disturbing children, as perceived by several categories of school personnel. The first step in deriving the scale was to choose appropriate behavioral items.

Definitional Characteristics

Each state department of education in the United States maintains its own definitional characteristics used in the identification of students for emotionally handicapped or emotionally disturbed educational services. A letter was sent to each of the 50 state departments of education requesting a copy of their behavioral criteria used in the identification of students for emotionally handicapped or emotionally disturbed education for the current 1980-1981 school year. As materials were received, a grid listing the behavioral characteristics by state was made so that the most frequent, overlapping behaviors could be identified. It was noted that a majority of states use some or all of the characteristics of emotional disturbance determined by Bower (1960, 1969), which in turn appear in the Federal Bureau of Education for the Handicapped Regulations (Federal Register, 1977).

Two months later, a second letter was sent to those states from which behavioral characteristics from Federal Regulations had been received, and to those states from which no response had been received. This letter asked specifically for a listing of behaviors used in the identification of students for emotionally handicapped or emotionally disturbed services in their state. Some of the states responded by sending additional lists of behavioral characteristics, and others replied to the effect that the characteristics found in the Federal Regulations were the sole criteria employed in the identification of students from emotionally handicapped or emotionally disturbed services in their state.

Six telephone conversations were held with the consultant for emotionally handicapped education of each state from which responses had not been received, requesting their state's behavioral characteristics. By these means, 100 percent response was made by all state departments of education in the United States within six months following the original request.

Behavioral items were written from all behavioral characteristics listed on the grid, defining behaviors of students identified as qualifying for emotionally handicapped services by all 50 state departments of education. Criterion used was inclusion of all behaviors which could be easily recognized by school personnel. A few states are listed as being noncategorical, with no specific behavioral characteristics used in obtaining special education services. Other states reported that they offer the services, but have

no materials available for distribution at this time. Representatives of these states suggested the existence of legislative or administrative controversy surrounding the topic. See Appendix D for a listing of behavioral characteristics by state.

Disturbing Behaviors

The problem of identifying and rating disturbing behaviors investigated by E. K. Wickman (1928) was replicated in this study. An identification of behaviors thought to be characteristic of "emotional disturbance" and "disturbing" in working with children was rated by school personnel.

The original study by Wickman employed 11 schedules for measuring children's behavior and teachers' attitudes. These measurement parameters are summarized in Appendix F.

The major portion of the Wickman study evolved from Schedules B-4 and B-5, rated by 511 teachers and 30 mental hygienists, respectively. The compiled listing of 50 behavioral items was rated by each of the two professional groups.

Maladaptive, Inappropriate Behaviors

Communication with Dr. H. M. Walker, Project Director for the Development, Testing and Replication of a Social Behavior Survival (SBS) Program for Mainstreaming Handicapped Children resulted in a grant proposal and copy of instrumentation being sent to this investigator. The Social Behavior Survival Program (SBS) is intended to serve as a facilitative tool in the mainstreaming of severely and mildly handicapped children. The initial portion of this project

(Walker & Rankin, unpublished) was planned to assess the social behavior standards and expectancies of regular classroom teachers. Section I of the SBS Project contained descriptions of adaptive, appropriate behavior(s) to be evaluated by teachers as critical, desirable, or unimportant in successful adjustment to the classroom. Section II was composed of descriptions of maladaptive, inappropriate child behavior(s) to be evaluated as unacceptable, tolerated, or acceptable in the classroom.

Composite Checklist of Behaviors

A comparison was made by this investigator to determine which behaviors listed by the state departments of education as behavioral characteristics of emotional disturbance were also listed as disturbing behaviors by Wickman (1928) and as maladaptive, inappropriate behaviors by Walker and Rankin (unpublished). Appendix A displays a comparison of these items. To produce variations in the rating of importance assigned behaviors, adaptive, appropriate behaviors from the Walker checklist and desirable behaviors from the Epstein (1941) investigation were included. Appendix A displays a comparison of behavioral items by reference source.

A total of 80 items were selected for inclusion on the behavior rating scale to be used in this study. Of this number, 52 behavioral characteristics were taken from the grid compiled by definitional characteristics. These were extracted from the information received from the 50 state departments of education. Seven characteristics were selected from the Wickman scale indicative of students' behaviors

disturbing to teachers, and five behavioral characteristics were chosen from Section II of the Walker checklist of maladaptive, inappropriate behaviors. The remaining 16 items were chosen from Section I of the Walker checklist of adaptive, appropriate behaviors and from desirable behaviors listed by Epstein's teachers, to be interspersed with the 64 inappropriate behaviors. It was thought the combination of inappropriate and appropriate behaviors would lend itself to more careful rating by school personnel.

Questionnaire

The questionnaire consisted of the 80 item behavioral rating scale devised by the investigator. Two sets of instructions were written to be administered on two different occasions using the same behavior rating scale (see Appendix G for "Disturbed" and "Disturbing" Rating Scales). A demographic information form (see Appendix H) was attached to each behavior rating scale, requesting information about the rater: age group, position, level of position, professional experience, sex, race, marital status, number of children, and educational training. In addition, classification and classroom setting were asked of teachers. This information was important in analyzing between and within group differences. Directions were concisely written on each form, so that questionnaires were self-explanatory and maintained an anonymity for the respondents.

Pilot Study

A pilot study was conducted to assess the questionnaire which was prepared for distribution in the main study. The behavioral

items included on the behavior rating scale, the two sets of instructions to be administered on two different occasions, and the information requested on the demographic form were the components selected for evaluation.

Permission was obtained to ask students enrolled in four courses in the Special Education Department, University of Florida, Gainesville, Florida, to participate in evaluating the behavior rating scale and the demographic information form, both comprising the questionnaire in the main study. The students were classified as teachers and teacher trainees in graduate and undergraduate programs relating to special education. A total of 60 students were enrolled in these four special education courses.

Students in two of the courses were administered the questionnaire in the manner proposed for the main study. That is, during two class sessions, one week apart, half of the 33 participants received instructions to rate the behavioral items as "disturbance" and the other half as "disturbing," with the alternate instructions received the following week. The remaining 27 participants, comprising the other two classes chosen for the pilot study, were administered the questionnaire to obtain reliability measures. Approximately half of the participants received instructions to rate the behavioral items as "disturbance" and the other half as "disturbing," with the same instructions given each of these participants the following week. Sufficient reliability was reported to indicate a level of internal consistency needed to perform the main study. Pearson correlation

coefficients are shown for total behavior rating scale and behavioral clusters in Table 1 in the Data Analysis section of this chapter.

When asked to check which of the following was true, "I rated the extent to which the items were characteristic of emotional disturbance," and "I rated the extent to which the items were bothersome or disturbing in working with children," 55 of the total 60 participants responded correctly to the two-time questionnaire. The behavior rating scale was determined to measure the constructs "disturbance" and "disturbing" as purported, with a computed construct validity measure at .92.

Following the administration of the behavior rating scale in two ways, and the completion of the demographic information form, suggestions for inclusion of additional items, removal of existing items, rewording of items, and renumbering of items were solicited. A few minor revisions were made following recommendations by these participants, none of whom were included in the main study or classified as school personnel in the Putnam County School District.

Research Procedure

Written permission to conduct this study in Putnam County, Florida, was secured from Superintendent C. L. Overturf, Jr. It was explained that 189 persons classified as school personnel and employed by the Putnam County District School Board would be asked to complete the questionnaire, consisting of behavior rating scale and demographic information form, under two different sets of instructions approximately one week apart. An overview of the investigation was given and questions answered in a manner designed to inform but not bias the results.

Following approval by the Superintendent, a listing of total district school personnel was obtained from Mr. J. Elrod, Personnel Director. Each of the elementary classroom teachers (pre K-5), secondary level teachers (6-12), and exceptional education teachers was assigned a number in the Table of Random Numbers located in Appendix C of Educational Research (Borg & Gall, 1979). From these listings of general education teachers and exceptional education teachers, the category of teachers was randomly selected. All county level administrators, principals, assistant principals, deans, guidance counselors, and school psychologists were included from the district roster to participate as subjects in the study.

Personal letters were written to each of the 16 building principals stating generalized purposes and procedures in order to gain their active support for the study. In addition, personal visits and phone calls were made to selected school administrators, again for the explicit purpose of procuring support. Every effort was made to reassure participants that no professional controversy or loss of anonymity would occur, and that their responses would comprise a serious advancement in the understanding of behavioral taxonomies used by educators.

Data Collection

One set of instructions asked school personnel to respond to each of the behavioral items indicating how characteristic the behavior is of "emotional disturbance." The other set of instructions asked school personnel to respond to each of the behavioral items

indicating how "disturbing" the behavior is in working with children. Ratings were marked on a scaled continuum ranging from one to five, with codings for "disturbed" and for "disturbing" instructions:

(1) coded as not very characteristic of emotional disturbance (NVC-ED) and (5) as very characteristic of emotional disturbance (VC-ED); and (1) coded as not very disturbing (NVD) and (5) as very disturbing (VD).

Half of the subjects received the questionnaire with the instructions for rating "emotional disturbance," and the other half received the questionnaire with instructions for rating "disturbingness." One week later, a questionnaire with the other set of instructions was received by each participating subject for rating.

Behavior rating scales with attached demographic information forms were sent by school internal distribution to all participants. A cover letter accompanied each questionnaire, requesting participation. Directions were self-explanatory. Participants were informed that their participation was voluntary and could be discontinued at any time, that the questionnaires would be coded for data collection and analysis, and that their responses would remain anonymous. The avoidance of discussion concerning ratings of behavioral items with other school personnel was requested. Participants were asked to complete the questionnaires and return the behavior rating scales and attached demographic information forms through their building principal, or by use of the envelope enclosed in each questionnaire addressed to be returned by school internal distribution to the investigator in care of the Exceptional Education Department.

Following a one week time interval, coded questionnaires containing the second set of instructions for rating the behavior rating scale were sent with attached demographic forms by school internal distribution from the Exceptional Education Office. The second demographic form was sent for identification and reliability purposes. Participants were again asked to complete the behavior rating scale and demographic information form and return the questionnaire to their respective building principal, or to the Exceptional Education Department. A record of completed questionnaires was maintained throughout, so that additional behavior rating scales and demographic information forms might be sent to those who did not respond within five school days.

An 87 percent return of the questionnaire to be completed under the first set of instructions was received at the conclusion of the first week. An additional 2 percent of first-time respondents returned questionnaires the following week. The second week produced a return of 66 percent of matched questionnaires, or those completed under both sets of instructions. A second mailing was necessitated to increase the number of matched returns. At the conclusion of the third week of data collection, a total of 160 participants, or 85 percent, had returned questionnaires completed under two sets of instructions.

A selected number of participants were chosen to test for reliability. A proportionate number of each type of school personnel was sent a third questionnaire with alternating instructions for

rating the behavioral items. Subjects, selected from the previous responding sample, included: three county level administrators, two principals, two assistant principals, one dean, three guidance counselors, and two school psychologists. Twenty percent of the total participating teachers were included in this test for reliability, which comprised 21 teachers from the elementary, secondary, and exceptional education sectors. Of the 34 subjects, a total of 29 responded, concluding an 85 percent participation. Table 1 in the Data Analysis section contains comparisons of Pearson correlation coefficients for total behavior rating scale and behavioral clusters computed for the pilot study and the main study.

Dependent Variables

The dependent variables selected for investigation in this study are the 80 behavioral items which were rated by subjects representative of differing types of school personnel. These behavioral items were rated according to their perceived degree of "disturbedness" and "disturbingness" to county level administrators, principals, assistant principals, deans, guidance counselors, school psychologists, and teachers. Fifty-two of the behavioral items were compiled from the grid containing definitional characteristics of emotional disturbance extracted from materials received from the 50 state departments of education. The remaining behavioral items were selected from previous studies measuring the maladaptiveness, inappropriateness, and disturbingness of children's behavior, and the adaptiveness, appropriateness, and desirability of children's behavior as perceived by school personnel. Four reference sources were used in selecting

behavioral items characteristic of "emotional disturbance" and "disturbing" in working with children.

Independent Variables

The variables selected for manipulation by the investigator of this study were those of "emotional disturbance" and "disturbingness." Two sets of instructions were administered on two occasions. One set of instructions directed each of the participants to rate the degree of "emotional disturbance" characteristic of the 80 behavioral items. The other set of instructions directed each of the participants to rate the degree of "disturbingness" of the 80 behavioral items. Half of the subjects, totaling 95, were given instructions to rate the "emotional disturbance" characteristic of the behavioral items, and 94 subjects were given instructions to rate the "disturbingness" of the behavioral items. One week later, those subjects who previously rated the "emotional disturbance" characteristic of the behavioral items were directed to rate the "disturbingness" of the behavioral items. Conversely, those subjects who previously rated the "disturbingness" of the behavioral items were directed to rate the "emotional disturbance" determined characteristic of the behavioral items.

Data Analysis

The behavior rating scale, comprised of a checklist of 80 behavioral items, was rated on a scaled continuum of one to five (1-5). The "disturbedness" and "disturbingness" of these behavioral items were rated by types of school personnel. A random sample of the

elementary, secondary, and exceptional education teachers were selected as participants in rating these behavioral items. All county level administrators, principals, assistant principals, deans, guidance counselors, and school psychologists employed by the Putnam County District School Board were asked to participate in rating the behavioral items. A questionnaire consisting of a behavior rating scale and demographic information form was received by the participants on two different occasions, giving two different sets of instructions for the two conditions of "disturbance" and "disturbing."

To facilitate data analysis, the various types of school personnel participating in the study were grouped into three distinct categories. The category of teacher was used to include ratings by responding elementary, secondary, and exceptional education teachers. The category of administrator encompassed ratings by district level and local school center administrators, including: county level administrators, principals, assistant principals, and deans. The term counselor was designated the category for responding guidance counselors and school psychologists.

The primary relationship to be analyzed was the scores of behavioral items rated for degree of "disturbedness" and "disturbingness" in working with children and youth. To further facilitate data analysis, behavioral clusters were formulated to factor the items into categories of behaviors. Existing behavior rating scales and checklists were utilized in this process (Burks, 1977; Lambert & Bower, 1961; Pimm & McClure, 1969; Quay & Peterson, 1967; Spivack, Haimes,

& Spotts, 1967; Spivack & Spotts, 1966; Spivack & Swift, 1967; Walker, 1970). Nine behavioral clusters were formed and termed as follows: Emotionally Withdrawn, Weak Self-Control, Appropriate Socialization, Inadequacy-Immaturity, Poor Academics, Personality Problems, Poor Relations, Acting Out, and Socialized Delinquency. An overview of the 80 behavioral items factored into the nine behavioral clusters is shown on Table 2.

The relationship between the ratings of behavioral items and of behavioral clusters characteristic of "emotional disturbance" and "disturbing" in working with children and youth, was analyzed by Pearson correlations. Statistical options were selected to compute mean scores and standard deviations for "disturbance" and "disturbing" for behavioral items and behavioral clusters across the three categories of school personnel. The t test for two independent samples was utilized to test for significant differences between the mean "disturbance" scores and the mean "disturbing" scores between the three independent groups of responding school personnel.

In using the aforementioned forms of analyses, relationships among behaviors thought to be characteristic of "emotional disturbance" and "disturbing" in working with children and youth were analyzed. In addition, differences between perceptions of types of school personnel were analyzed to determine their relatedness.

Reliability

A third questionnaire was received by a proportionate number of participants chosen for the main study in Putnam County School

District. This sample was asked to rerate the behavior rating scale under one of the previous instructions given for "disturbedness" or "disturbingness." Approximately half of the participants rated the behaviors to be characteristic of "emotional disturbance" and half to be "disturbing" in working with children and youth. This third administration of the behavior rating scale was performed to test for reliability. Procedures for distribution and collection of questionnaires was the same as described in the section on Data Collection. Of the 34 subjects selected for the main study, a total of 29, or 85 percent, responded. The three categories of school personnel were represented by 17 teachers, 7 administrators, and 5 counselors.

A number of subjects were administered a third behavior rating scale during the pilot study performed at the University of Florida, Gainesville, Florida. Of the 60 students enrolled in the four courses of study in the Department of Special Education, 27 were asked to rerate the behavior rating scale given to them during the class session one week earlier. The categories represented in this study included 7 teachers and 20 teacher trainees. No persons classified as school administrators or counselors were enrolled in these four special education courses.

Reliability measures were secured from samples representative of both groups, the main study and the pilot study, to test for internal consistency of results. A comparable number of participants were re-administered the behavior rating scale under the same set of instructions given one week prior. Respondents numbered 29 and 27

for the main study and for the pilot study, respectively. Pearson correlations were obtained from rating scores produced by the respondents of both groups. The relationships computed for total behavior rating scale and the nine behavioral clusters are shown as correlation coefficients in Table 1.

Overall, higher correlations were obtained from participants in the main study, especially in the ratings of behavioral items comprising the behavioral clusters Appropriate Socialization, Inadequacy-Immaturity, Poor Academics, Acting Out, and Socialized Delinquency. The highest correlations produced from ratings by participants in the pilot study were in the areas of Inadequacy-Immaturity, Personality Problems, Acting Out, and Socialized Delinquency. Both groups showed highest correlations for the areas denoting aggressive, antisocial behaviors, as well as dependent, immature behaviors. Some ambivalence was indicated in the ratings for behaviors denoting relationships with others and for withdrawn, self-controlling behaviors by both groups of respondents. Conclusions and recommendations are prefaced by possible limitations shown by reliability coefficients reflective of a weak internal consistency. Adequate internal consistency was concluded for the total rating scale and the majority of the behavioral clusters.

Validity

At the conclusion of each behavior rating scale, participants were asked to check which of the following was true, "I rated the extent to which the items were characteristic of emotional disturbance," and "I rated the extent to which the items were bothersome or disturbing

Table 1

Pearson Correlations for Reliability Measures
for Total Behavior Rating Scale and across Behavioral Clusters

Total Scale and Clusters	Main Study ^b	Pilot Study ^b
	$\frac{N=29}{r^a}$	$\frac{N=27}{r^a}$
Total Behavior Rating Scale	.79	.70
Behavioral Clusters:		
1. Emotionally Withdrawn	.43	.50
2. Weak Self-Control	.52	.23
3. Appropriate Socialization	.90	.60
4. Inadequacy-Immaturity	.83	.72
5. Poor Academics	.78	.22
6. Personality Problems	.69	.81
7. Poor Relations	.58	.50
8. Acting Out	.84	.72
9. Socialized Delinquency	.86	.87

^a Correlation coefficients for "Disturbance with Disturbance" and
"Disturbing with Disturbing"

^b Test-retest reliability measures

Table 2

Behavioral Items Comprising Behavioral Clusters
for Ratings for "Disturbance" and "Disturbing"

Behavioral Clusters:
Behavioral Items

1. Emotionally Withdrawn

- a. Is acutely shy or withdrawn; avoids social contact.
 - b. Displays a pervasive mood of unhappiness or depression.
 - c. Daydreams to a significant degree.
 - d. Is unresponsive to others; ignores social initiations
by peers.
 - e. Maintains an aloofness from others.
 - f. Displays a disinterest in the environment; appears to
be unmotivated, lethargic.
-

2. Weak Self-Control

- a. Lacks self-control; indicates poor impulse control.
 - b. Has impulsive, compulsive behaviors (excessive movement);
appears unable to perceive consequences.
 - c. Displays restless, hyperactive behaviors; is constantly moving.
 - d. Has difficulty listening and/or paying attention; is easily
distracted.
 - e. Appears restless; displays a short attention span.
-

Table 2--Continued

Behavioral Clusters:
Behavioral Items

3. Appropriate Socialization

- a. Is polite, respectful of others.
 - b. Takes his/her turn appropriately.
 - c. Is truthful, honest with others.
 - d. Shares materials with others in a work situation.
 - e. Seeks teacher attention at appropriate times.
 - f. Demonstrates self-reliance, independence.
 - g. Appears happy and cheerful; seems good natured.
 - h. Produces work of acceptable quality given his/her skill level.
 - i. Uses free time appropriately.
 - j. Cooperates with peers in group activities or situations.
 - k. Follows established classroom rules.
 - l. Attempts to answer a question when called on by the teacher.
 - m. Ignores the distractions or interruptions of other students during academic activities.
 - n. Resolves peer conflicts or problems adequately on his/her own.
 - o. Compliments peers regarding some attribute or behavior.
 - p. Has a close friend(s); initiates conversation.
-

Table 2--Continued

Behavioral Clusters:
Behavioral Items

4. Inadequacy-Immaturity

- a. Complains of physical illnesses or impairments.
 - b. Demands excessive attention; engages in silly, attention seeking behavior.
 - c. Has frequent temper tantrums.
 - d. Expresses feelings of inferiority; debases personal feats.
 - e. Has a slovenly appearance.
 - f. Is deficient in self-help skills; demands excessive individual attention and/or assistance.
 - g. Acts in a childish, immature manner; whines, sulks, pouts.
 - h. Displays high levels of dependence; lacks self-confidence.
 - i. Is unreliable or irresponsible when asked to perform.
 - j. Acts easily frightened, fearful, intimidated by events or other persons.
 - k. Is overly sensitive, over-reacts; is easily discouraged.
 - l. Follows the group; is suggestible, easily led into trouble.
-

Table 2--Continued

Behavioral Clusters:
Behavioral Items

5. Poor Academics

- a. Seems unable to learn commensurate with intellectual, sensory, or physical development.
 - b. Starts but does not complete tasks.
 - c. Demonstrates poor academic achievement, non-commensurate with ability.
 - d. Appears frustrated by tasks or school routine.
 - e. Procrastinates; delays beginning tasks or activities.
-

6. Personality Problems

- a. Shows inappropriate types of behaviors, feelings, and/or responses under normal circumstances.
- b. Exhibits a poor self-concept.
- c. Engages in behavior considered dangerous to himself/herself and/or to others.
- d. Engages in bizzare behaviors and/or speech.
- e. Shows extreme interest in the morbid.
- f. Fantacizes or exaggerates occurrences.

Table 2--Continued

Behavioral Clusters:
Behavioral Items

6. Personality Problems--Continued

- h. Engages in repetitive, stereotyped motor behavior.
 - i. Acts in a self-derogatory manner; is physically and/or verbally abusive toward self.
 - j. Has inappropriate vocalizations, unusual language context; babbles.
 - k. Self-stimulates; masturbates.
 - l. Is suspicious of others; acts paranoid.
 - m. Engages in inappropriate sexual behavior.
-

7. Poor Relations

- a. Is unable to build or to maintain satisfactory interpersonal relationships.
 - b. Lacks effective communication skills; has speech problems.
 - c. Manipulates other persons and/or situations to get his/her way.
 - d. Is overly affectionate toward peers and/or adults.
-

Table 2--Continued

Behavioral Clusters:
Behavioral Items

8. Acting Out

- a. Talks incessantly, out of turn.
 - b. Reacts negatively to instructions or commands; refuses to correct mistakes, complete work.
 - c. Exhibits severe acting out behavior; is physically aggressive toward others.
 - d. Resists, defies authority or structure; challenges teacher imposed limitations; acts defiant.
 - e. Disrupts the classroom; creates a disturbance during class activities.
 - f. Demonstrates angry, temperamental, irritable behaviors.
 - g. Is verbally aggressive toward others.
 - h. Makes irrelevant remarks and/or asks irrelevant questions.
 - i. Forces the submission of peers by being dominant, bossy, and/or overbearing.
 - j. Interrupts the teacher when engaged in a presentation or activity.
 - k. Uses property of others without asking permission.
-

Table 2--Continued

Behavioral Clusters:
Behavioral Items

9. Socialized Delinquency

- a. Is truant, tardy, or absent excessively.
 - b. Is destructive of personal property; damages property of others.
 - c. Uses profane, obscene language, gestures.
 - d. Lies, distorts the truth.
 - e. Cheats; copies work of others.
 - f. Steals; takes property belonging to others.
 - g. Does not follow rules; is willfully disobedient.
-

in working with children." Construct validity was computed for both the main study and for the pilot study, with measures of .90 and .92 reported, respectively. The behavior rating scale was determined to measure the constructs "disturbance" and "disturbing" as purported.

Summary of Experimental Procedures

The following experimental procedures were used in this study:

1. Requests were made to all state departments of education in the United States for behavioral characteristics of children and youth to qualify for special education services in the category of emotionally handicapped or emotionally disturbed education.
2. Definitional characteristics submitted by state were listed on a grid.
3. A behavior rating scale was devised from the behavioral characteristics listed on the grid defining criteria for "emotional disturbance" and from three studies of "disturbingness" perceived by school personnel in working with children or youth.
4. A questionnaire was developed to include a behavior rating scale with two sets of instructions for rating "disturbedness" and "disturbingness" of behavioral items, with a demographic information form attached.
5. Permission to do the research was obtained from the Superintendent of Putnam County, Florida.
6. A summarized roster of school personnel by position was obtained from the personnel director.

7. Local building principals were contacted in order to describe purposes and procedures for the investigation, and to secure support for the study at each school center.

8. Names of elementary, secondary, and exceptional education teachers were listed in the Random Table of Numbers (Borg & Gall, 1979). Subjects were randomly selected, and names coded for distribution and retrieval of questionnaires.

9. All names of county level administrators, principals, assistant principals, deans, guidance counselors, and school psychologists were coded for distribution and retrieval of questionnaires.

10. Internal county distribution was used to distribute questionnaires to teachers, county level administrators, principals, assistant principals, deans, guidance counselors, and school psychologists.

11. Arrangements were made to collect returned questionnaires from building principals at each of the 16 school centers, or through school internal distribution to the Exceptional Education Department.

12. A second questionnaire was distributed and collected using the same procedures (10-12).

13. A sample of school personnel was selected to complete the questionnaire to test for reliability. Distribution and collection was made using the same procedures (10-12).

14. Behavioral clusters were formulated to factor behavioral items for data analysis.

15. Data were analyzed by Pearson correlations to obtain relationships as shown by correlation coefficients for the rating scores of "emotional disturbance" and "disturbingness" for behavioral items and for behavioral clusters across respondents.

16. Statistical options were selected to compute mean scores and standard deviations for "disturbance" and "disturbing" for behavioral items and behavioral clusters across school personnel.

17. Data were analyzed by t tests to determine calculated t values, degrees of freedom, and probability values, for "disturbance" and "disturbing" for behavioral clusters between independent groups of school personnel.

CHAPTER IV

RESULTS

The relationship between "disturbedness" and "disturbingness" perceived by various types of school personnel was examined by the investigator. Subjects representative of three distinct positional categories were selected for participation in this investigation. All participants in the study were employed by the Putnam County District School Board. The categorical position of teacher was represented by elementary, secondary, and exceptional education teachers, all chosen by random selection. The categorical position of administrator subsumed county level administrators as well as local school center administrators, including principals, assistant principals, and deans. Guidance counselors and school psychologists comprised the categorical position termed counselor. The latter two positional categories included all school personnel employed in these categories.

A return of 160 matched questionnaires, rated for "disturbedness" and "disturbingness," was received from the total 189 subjects. An 85 percent response rate was determined. The categorical positions were represented by 95 teachers, 42 administrators, and 23 counselors.

Data consisted of rating scores produced by the participants on a two-time questionnaire administered about one week apart under different instructions. Approximately half of the participants were directed to rate the 80 behavioral items characteristic of "emotional disturbance," and the remaining half were asked to rate the behavioral items considered "disturbing" in working with children and youth. The opposite instructions were given with the administration of the second questionnaire.

Statistical analyses were performed using the rating scores of "disturbance" and "disturbing" by the groups of school personnel of the behavioral items included on the behavior rating scale. To facilitate analyses, the 80 behavioral items were factored into nine behavioral clusters.

Data Analyses

The Pearson correlation was used to obtain relationships between the rating scores for "disturbed" and "disturbing" behavioral items and behavioral clusters, rated by all participating school personnel and by participants in the categorical positions of teachers, administrators, and counselors. Table 3 contains a display of the computed correlation coefficients.

The t test for two independent samples was utilized to test for significant differences between the mean rating scores produced by teachers and administrators, teachers and counselors, and administrators and counselors for behavioral items and behavioral clusters. Table 4 displays calculated t scores and probability values for

"disturbance" and "disturbing" for behavioral clusters across independent groups of respondents.

Statistical options were selected to compute mean scores and standard deviations for the behavioral items and for the behavioral clusters composed of the behavioral items for all participating school personnel and for three distinct groups of school personnel, including teachers, administrators, and counselors. Table 5 contains mean scores and standard deviations for all responding school personnel on behavioral items comprising "disturbance" behavioral clusters. Table 6 shows mean scores and standard deviations for all responding school personnel on behavioral items comprising "disturbing" behavioral clusters. Mean scores and standard deviations for "disturbance" across behavioral clusters are presented in Table 7, and mean scores and standard deviations for "disturbing" across behavioral clusters are exhibited in Table 8.

Hypothesis 1

There is no relationship between school personnel rating scores for the behavioral cluster Emotionally Withdrawn when the characteristics are presented in the categories "disturbance" and "disturbing."

Hypothesis 1 was evaluated by correlating the scores of "disturbedness" and "disturbingness" derived from ratings performed by all participants for the behavioral items comprising the behavioral cluster Emotionally Withdrawn. The Pearson correlation coefficient was calculated at .19 for all participating school personnel, with

Table 3
Pearson Correlations for "Disturbance" and "Disturbing"
across Behavioral Clusters

Behavioral Clusters	Total N=160	Teachers N=95	Administrators N=42	Counselors N=23
	$\bar{r}$	$\bar{r}$	$\bar{r}$	$\bar{r}$
1. Emotionally Withdrawn	.19	.25	.12	.03
2. Weak Self-Control	.27	.21	.27	.28
3. Appropriate Socialization	.56	.55	.61	.57
4. Inadequacy-Immaturity	.30	.26	.31	.23
5. Poor Academics	.29	.23	.30	.36
6. Personality Problems	.35	.36	.26	.42
7. Poor Relations	.24	.22	.17	.49
8. Acting Out	.26	.27	.14	.16
9. Socialized Delinquency	.25	.26	.03	.25

Table 4

t Scores and Probability Values for "Disturbance" and "Disturbing"
for Behavioral Clusters across Independent Groups of Respondents

Behavioral Clusters	Teachers/Administrators			Teachers/Counselors			Administrators/Counselors		
	<u>t</u>	p	<u>t</u>	Disturbing	Disturbance	Disturbing	<u>t</u>	Disturbance	Disturbing
1. Emotionally Withdrawn	.04	.97	1.53	.13	.27	.78	.32	.76	.48
2. Weak Self-Control	2.15*	.03	3.49**	.001	1.53	.14	1.86	.07	.46
3. Appropriate Socialization	1.15	.25	-.06	.95	2.33*	.02	-.02	.99	.97
4. Inadequacy-Immaturity	2.88**	.005	2.51**	.01	1.74	.09	1.13	.27	.61
5. Poor Academics	2.42*	.02	2.23*	.03	1.80	.08	.68	.50	.36
6. Personality Problems	1.91	.06	.61	.54	.10	.92	-.66	.52	.29
7. Poor Relations	3.02**	.003	.78	.43	1.98	.06	-.66	.51	.24
8. Acting Out	2.55**	.01	3.14**	.002	2.43*	.02	1.11	.28	.48
9. Socialized Delinquency	2.27*	.03	2.04*	.04	3.31**	.002	2.29*	.03	.52

* $p < .05$ ** $p < .01$

Table 5

Mean Scores and Standard Deviations for All Responding School Personnel
on Behavioral Items Comprising "Disturbance" Behavioral Clusters

Behavioral Clusters: Behavioral Items	Total N=160 $\bar{X}$ SD	Teachers N=95 $\bar{X}$ SD	Administrators N=42 $\bar{X}$ SD	Counselors N=23 $\bar{X}$ SD
1. Emotionally Withdrawn				
a. Is acutely shy or withdrawn; avoids social contact.	3.5 1.0	3.4 1.1	3.6 .9	3.6 1.1
b. Displays a pervasive mood of unhappiness or depression.	3.9 .9	3.9 1.0	3.9 .7	3.8 .9
c. Daydreams to a significant degree.	3.0 1.0	3.1 1.0	2.8 .9	2.8 .9
d. Is unresponsive to others; ignores social initiations by peers.	3.3 .9	3.2 1.0	3.4 .8	3.3 .8
e. Maintains an aloofness from others.	3.2 .9	3.2 1.0	3.2 .9	3.2 .8
f. Displays a disinterest in the environment; appears to be unmotivated, lethargic.	3.4 1.0	3.4 1.1	3.3 .9	3.3 .8
2. Weak Self-Control				
a. Lacks self-control; indicates poor impulse control.	3.8 .9	3.9 .9	3.7 .9	3.8 .9
b. Has impulsive, compulsive behaviors (excessive movement); appears unable to perceive consequences.	3.8 .9	3.8 1.0	3.8 .8	3.8 1.1
c. Displays restless, hyperactive behaviors, is constantly moving.	3.6 1.0	3.7 1.0	3.5 .8	3.3 1.2
d. Has difficulty listening and/or paying attention; is easily distracted.	3.3 1.1	3.5 1.2	3.0 .9	2.8 1.0
e. Appears restless; displays a short attention span.	3.3 1.1	3.5 1.2	3.0 .9	3.1 1.0
3. Appropriate Socialization				
a. Is polite, respectful of others.	1.5 .8	1.5 .9	1.5 .7	1.4 .7
b. Takes his/her turn appropriately.	1.6 1.0	1.7 1.1	1.5 .7	1.4 .9

Table 5--Continued

Behavioral Clusters: Behavioral Items	Total N=160			Teachers N=95			Administrators N=42			Counselors N=23		
	$\bar{X}$	SD		$\bar{X}$	SD		$\bar{X}$	SD		$\bar{X}$	SD	
c. Is truthful, honest with others.	1.6	.9		1.6	1.0		1.5	.7		1.5	.9	
d. Shares materials with others in a work situation.	1.7	.9		1.7	1.0		1.7	.8		1.5	.8	
e. Seeks teacher attention at appropriate times.	1.8	1.0		1.9	1.1		1.6	.8		1.7	1.1	
f. Demonstrates self-reliance, independence.	1.5	.9		1.6	1.0		1.5	.8		1.3	.7	
g. Appears happy and cheerful; seems good natured.	1.5	.9		1.6	.9		1.4	.8		1.2	.5	
h. Produces work of acceptable quality given his/her skill level.	1.8	1.1		1.9	1.2		1.6	.8		1.4	.7	
i. Uses free time appropriately.	1.4	.8		1.5	.9		1.4	.6		1.2	.5	
j. Cooperates with peers in group activities or situations.	1.6	.9		1.7	1.0		1.6	.9		1.3	.6	
k. Follows established classroom rules.	1.6	.9		1.7	1.1		1.5	.7		1.2	.5	
l. Attempts to answer a question when called on by the teacher.	1.8	1.0		1.9	1.1		1.7	.8		1.5	.7	
m. Ignores the distractions or interruptions of other students during academic activities.	1.7	1.0		1.7	1.1		1.6	.9		1.5	.9	
n. Resolves peer conflicts or problems adequately on his/her own.	1.5	.9		1.6	.9		1.6	.9		1.2	.4	
o. Compliments peers regarding some attribute or behavior.	1.6	.8		1.6	.9		1.5	.8		1.3	.7	
p. Has a close friend(s); initiates conversation.	1.7	1.0		1.8	1.0		1.6	.9		1.6	.9	
4. Inadequacy-Immaturity												
a. Complains of physical illnesses or impairments.	3.0	.9		3.0	.9		2.9	.8		3.0	.9	
b. Demands excessive attention; engages in silly, attention seeking behavior.	3.6	.9		3.8	.9		3.3	1.0		3.3	.9	
c. Has frequent temper tantrums.	3.8	.8		3.9	.8		3.7	.7		3.6	.8	
d. Expresses feelings of inferiority; debases personal feats.	3.8	.8		3.8	.9		3.7	.7		3.7	1.0	
e. Has a slovenly appearance.	3.4	1.0		2.8	1.0		2.5	.9		2.6	.8	
f. Is deficient in self-help skills; demands excessive individual attention and/or assistance.	3.4	1.0		3.5	1.0		3.1	1.0		3.2	1.0	

Table 5--Continued

Behavioral Clusters: Behavioral Items	Total N=160		Teachers N=95		Administrators N=42		Counselors N=23	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
g. Acts in a childish, immature manner; whines, sulks, pouts.	3.6	1.0	3.8	.9	3.4	1.0	3.2	.9
h. Displays high levels of dependence; lacks self-confidence.	3.4	1.0	3.4	1.0	3.0	.9	3.6	.9
i. Is unreliable or irresponsible when asked to perform.	3.2	.9	3.3	.9	3.1	.9	3.1	.8
j. Acts easily frightened, fearful, intimidated by events or other persons.	3.5	1.0	3.7	1.1	3.3	.8	3.4	1.0
k. Is overly sensitive, over-reacts; is easily discouraged.	3.7	.8	3.9	.9	3.4	.8	3.5	.7
l. Follows the group; is suggestible, easily led into trouble.	3.2	1.0	3.3	1.1	3.0	1.0	3.0	.8
5. Poor Academics								
a. Seems unable to learn commensurate with intellectual, sensory, or physical development.	3.2	1.0	3.3	1.0	3.0	.8	3.1	1.1
b. Starts but does not complete tasks.	3.0	.9	3.2	.9	2.8	.9	2.7	.8
c. Demonstrates poor academic achievement, non-commensurate with ability.	3.2	1.0	3.3	1.0	3.0	1.0	3.5	1.0
d. Appears frustrated by tasks or school routine.	3.3	1.0	3.5	1.1	3.2	.9	3.0	1.1
e. Procrastinates; delays beginning tasks or activities.	2.9	1.2	3.1	1.3	2.7	1.0	2.7	1.1
6. Personality Problems								
a. Shows inappropriate types of behaviors, feelings, and/or responses under normal circumstances.	4.1	.8	4.1	.8	3.8	.8	4.1	.5
b. Exhibits a poor self-concept.	3.7	.9	3.7	.9	3.4	.9	3.8	.8
c. Engages in behavior considered dangerous to himself/herself and/or to others.	4.5	.9	4.2	.8	3.9	1.0	4.2	.8
d. Engages in bizarre behaviors and/or speech.	4.1	.8	4.2	.9	4.0	.7	4.2	.7
e. Shows extreme interest in the morbid.	3.7	.9	3.8	1.0	3.5	.9	3.7	.8
f. Fantacizes or exaggerates occurrences.	3.6	.8	3.7	.9	3.5	.7	3.5	.7

Table 5--Continued

Behavioral Clusters: Behavioral Items	Total N=160		Teachers N=95		Administrators N=42		Counselors N=23	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
g. Displays nervous, anxious, stress laden mannerisms.	3.9	.8	3.9	.9	3.7	.7	3.8	.7
h. Engages in repetitive, stereotyped motor behavior.	3.3	.9	3.3	.9	3.1	.7	3.4	.8
i. Acts in a self-derogatory manner; is physically and/or verbally abusive toward self.	4.0	.9	4.0	.9	3.8	.8	4.2	.7
j. Has inappropriate vocalizations, unusual language context; babbles.	3.5	1.0	3.5	1.1	3.5	.9	3.6	.9
k. Self-stimulates; masturbates.	3.1	1.1	3.2	1.2	2.9	1.1	3.0	1.1
l. Is suspicious of others; acts paranoid.	4.0	.9	4.0	1.0	3.8	.7	4.0	.6
m. Engages in inappropriate sexual behavior.	3.6	1.1	3.6	1.2	3.6	1.0	3.6	.9
7. Poor Relations								
a. Is unable to build or to maintain satisfactory interpersonal relationships.	3.7	.9	3.8	.9	3.5	1.0	3.7	.8
b. Lacks effective communication skills; has speech problems.	2.6	1.0	2.7	1.1	2.5	.9	2.5	1.0
c. Manipulates other persons and/or situations to get his/her way.	3.3	1.1	3.5	1.1	2.9	1.0	3.4	1.0
d. Is overly affectionate toward peers and/or adults.	2.7	1.0	2.8	1.1	2.6	.8	2.2	.9
8. Acting Out								
a. Talks incessantly, out of turn.	3.1	1.0	3.3	1.1	2.7	.9	3.1	1.0
b. Reacts negatively to instructions or commands; refuses to correct mistakes, complete work.	3.5	.9	3.7	.9	3.4	.7	3.1	1.0
c. Exhibits severe acting out behavior; is physically aggressive toward others.	4.2	.8	4.2	.8	4.0	.8	4.2	.7
d. Resists, defies authority or structure; challenges teacher imposed limitations; acts defiant.	3.9	.8	4.1	.8	3.8	.7	3.6	.9
e. Disrupts the classroom; creates a disturbance during class activities.	3.8	.9	4.0	.8	3.6	1.0	3.3	.9
f. Demonstrates angry, temperamental, irritable behaviors.	3.9	.8	4.0	.8	3.8	.8	3.7	.8

Table 5--Continued

Behavioral Clusters: Behavioral Items	Total N=160 $\bar{X}$ SD	Teachers N=95 $\bar{X}$ SD	Administrators N=42 $\bar{X}$ SD	Counselors N=23 $\bar{X}$ SD
g. Is verbally aggressive toward others.	3.7 .8	3.8 .9	3.6 .8	3.4 .7
h. Makes irrelevant remarks and/or asks irrelevant questions.	3.3 .9	3.4 1.0	3.1 .8	3.1 1.0
i. Forces the submission of peers by being dominant, bossy, and/or overbearing.	4.0 .9	3.6 1.0	3.4 .9	3.3 .9
j. Interrupts the teacher when engaged in a presentation or activity.	3.1 1.0	3.3 1.0	3.0 .9	2.7 .9
k. Uses property of others without asking permission.	3.3 1.0	3.5 1.0	3.0 .8	3.0 1.0
9. Socialized Delinquency				
a. Is truant, tardy, or absent excessively.	2.9 1.1	3.0 1.2	2.7 1.0	2.8 .9
b. Is destructive of personal property; damages property of others.	4.0 .9	4.0 .9	4.0 .7	3.9 .8
c. Uses profane, obscene language, gestures.	3.7 .9	3.9 1.0	3.5 .9	3.3 .8
d. Lies; distorts the truth.	3.8 .9	4.0 .9	3.6 .8	3.5 .8
e. Cheats; copies work of others.	3.1 1.0	3.3 1.0	3.0 .8	2.7 .8
f. Steals; takes property belonging to others.	3.6 1.0	3.7 1.0	3.4 1.0	3.2 1.0
g. Does not follow rules; is willfully disobedient.	3.7 .8	3.9 .8	3.5 .8	3.2 .9

Table 6

Mean Scores and Standard Deviations for All Responding School Personnel
on Behavioral Items Comprising "Disturbing" Behavioral Clusters

Behavioral Clusters: Behavioral Items	Total N=160 $\bar{X}$ SD	Teachers N=95 $\bar{X}$ SD	Administrators N=42 $\bar{X}$ SD	Counselors N=23 $\bar{X}$ SD
1. Emotionally Withdrawn				
a. Is acutely shy or withdrawn; avoids social contact	2.5 1.1	2.5 1.1	2.4 1.0	2.6 1.2
b. Displays a pervasive mood of unhappiness or depression.	3.4 1.0	3.5 1.0	3.3 .8	3.5 1.0
c. Daydreams to a significant degree.	2.9 .9	3.0 1.0	2.7 .7	2.9 .9
d. Is unresponsive to others; ignores social initiations by peers.	3.1 .9	3.1 .9	3.1 .8	3.2 1.0
e. Maintains an aloofness from others.	3.0 .9	3.0 .9	2.9 .8	3.0 1.0
f. Displays a disinterest in the environment; appears to be unmotivated, lethargic.	3.5 .8	3.7 .8	3.4 .9	3.2 .7
2. Weak Self-Control				
a. Lacks self-control; indicates poor impulse control.	4.0 .9	4.1 .9	3.8 .9	3.9 .8
b. Has impulsive, compulsive behaviors (excessive movement); appears unable to perceive consequences.	3.9 1.0	3.9 1.0	3.7 .9	3.8 .9
c. Displays restless, hyperactive behaviors, is constantly moving.	3.9 .9	4.1 .9	3.7 .8	3.6 .9
d. Has difficulty listening and/or paying attention; is easily distracted.	3.3 1.1	3.7 .8	3.0 .7	3.2 .9
e. Appears restless; displays a short attention span.	3.4 .9	3.6 .9	3.0 .8	3.3 .8
3. Appropriate Socialization				
a. Is polite, respectful of others.	1.2 .6	1.1 .6	1.3 .7	1.0 .3
b. Takes his/her turn appropriately.	1.3 .9	1.3 .9	1.3 .7	1.5 1.1

Table 6--Continued

Behavioral Clusters: Behavioral Items	Total N=160		Teachers N=95		Administrators N=42		Counselors N=23	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
c. Is truthful, honest with others.	1.2	.7	1.2	.8	1.2	.5	1.2	.6
d. Shares materials with others in a work situation.	1.3	.7	1.3	.7	1.3	.6	1.2	.6
e. Seeks teacher attention at appropriate times.	1.6	1.0	1.5	.9	1.5	.7	2.0	1.4
f. Demonstrates self-reliance, independence.	1.3	.6	1.3	.7	1.3	.6	1.3	.5
g. Appears happy and cheerful; seems good natured.	1.2	.6	1.2	.7	1.2	.5	1.2	.5
h. Produces work of acceptable quality given his/her skill level.	1.3	.8	1.3	.8	1.3	.6	1.3	.9
i. Uses free time appropriately.	1.2	.6	1.2	.6	1.3	.6	1.2	.5
j. Cooperates with peers in group activities or situations.	1.2	.7	1.2	.7	1.3	.6	1.1	.5
k. Follows established classroom rules.	1.2	.6	1.2	.7	1.3	.6	1.2	.3
l. Attempts to answer a question when called on by the teacher.	1.3	.7	1.3	.7	1.4	.6	1.2	.5
m. Ignores the distractions or interruptions of other students during academic activities.	1.5	1.0	1.4	.9	1.6	1.0	1.6	1.2
n. Resolves peer conflicts or problems adequately on his/her own.	1.2	.6	1.2	.6	1.3	.5	1.1	.5
o. Compliments peers regarding some attribute or behavior.	1.3	.7	1.3	.8	1.4	.7	1.1	.5
p. Has a close friend(s); initiates conversation.	1.5	.8	1.8	1.0	1.4	.7	1.3	.7
4. Inadequacy-Immaturity								
a. Complains of physical illnesses or impairments.	2.8	1.0	3.0	1.0	2.5	.9	2.7	1.1
b. Demands excessive attention; engages in silly, attention seeking behavior.	4.1	.9	4.2	.8	3.7	.8	3.9	1.0
c. Has frequent temper tantrums.	4.0	.9	4.1	1.0	3.9	.7	3.7	.9
d. Expresses feelings of inferiority; debases personal feats.	3.5	1.0	3.5	1.0	3.4	.9	3.6	.9
e. Has a slovenly appearance.	2.8	1.0	2.8	1.0	2.9	.9	2.7	.8
f. Is deficient in self-help skills; demands excessive individual attention and/or assistance.	3.4	1.0	3.5	1.1	3.2	.9	3.3	.9

Table 6--Continued

Behavioral Clusters: Behavioral Items	Total N=160			Teachers N=95			Administrators N=42			Counselors N=23		
	$\bar{X}$	SD		$\bar{X}$	SD		$\bar{X}$	SD		$\bar{X}$	SD	
g. Acts in a childish, immature manner; whines, sulks, pouts.	3.7	.9		3.8	.9		3.6	.8		3.4	.8	
h. Displays high levels of dependence; lacks self-confidence.	3.2	.9		3.3	.9		2.9	.8		3.3	.9	
i. Is unreliable or irresponsible when asked to perform.	3.5	.9		3.6	.9		3.3	.7		3.4	.7	
j. Acts easily frightened, fearful, intimidated by events or other persons.	3.2	1.0		3.2	1.0		3.3	.8		3.5	1.0	
k. Is overly sensitive, over-reacts; is easily discouraged.	3.4	.9		3.5	1.0		3.2	.6		3.4	.8	
l. Follows the group; is suggestible, easily led into trouble.	3.4	.9		3.5	.9		3.1	.8		3.4	1.0	
5. Poor Academics												
a. Seems unable to learn commensurate with intellectual, sensory, or physical development.	3.3	1.0		3.4	1.0		3.3	1.0		3.3	.9	
b. Starts but does not complete tasks.	3.5	.8		3.7	.8		3.1	.7		3.3	.8	
c. Demonstrates poor academic achievement, non-commensurate with ability.	3.4	1.0		3.5	1.0		3.2	1.0		3.5	1.0	
d. Appears frustrated by tasks or school routine.	3.3	.7		3.2	.8		3.3	.6		3.3	.7	
e. Procrastinates; delays beginning tasks or activities.	3.3	.9		3.4	.9		3.0	.7		3.2	.9	
6. Personality Problems												
a. Shows inappropriate types of behaviors, feelings, and/or responses under normal circumstances.	3.5	.9		3.6	1.0		3.5	.7		3.5	1.0	
b. Exhibits a poor self-concept.	3.4	1.0		3.4	1.0		3.1	1.0		3.7	1.0	
c. Engages in behavior considered dangerous to himself/herself and/or to others.	4.5	.9		4.6	.9		4.4	.8		4.6	.6	
d. Engages in bizarre behaviors and/or speech.	4.1	.9		4.2	1.0		4.0	.9		4.2	.8	
e. Shows extreme interest in the morbid.	3.6	1.0		3.6	1.1		3.6	1.0		3.6	1.0	
f. Fancies or exaggerates occurrences.	3.0	.9		2.9	1.0		3.0	.6		3.1	.7	

Table 6--Continued

Behavioral Clusters: Behavioral Items	Total N=160 $\bar{X}$ SD	Teachers N=95 $\bar{X}$ SD	Administrators N=42 $\bar{X}$ SD	Counselors N=23 $\bar{X}$ SD
g. Displays nervous, anxious, stress laden mannerisms.	3.5 .8	3.5 .9	3.4 .8	3.6 .9
h. Engages in repetitive, stereotyped motor behavior.	3.2 .9	3.2 .9	3.1 .8	3.3 .6
i. Acts in a self-derogatory manner; is physically and/or verbally abusive toward self.	3.8 .9	3.7 .9	3.8 .7	4.0 1.0
j. Has inappropriate vocalizations, unusual language context; babbles.	3.4 .9	3.4 .9	3.4 .7	3.5 .7
k. Self-stimulates; masturbates.	3.8 1.1	3.9 1.2	3.8 .9	3.8 .9
l. Is suspicious of others; acts paranoid.	3.6 .9	3.7 1.0	3.5 .7	3.7 .7
m. Engages in inappropriate sexual behavior.	4.3 .9	4.3 1.0	4.2 .9	4.3 .9
7. Poor Relations				
a. Is unable to build or to maintain satisfactory interpersonal relationships.	3.3 1.0	3.2 1.0	3.2 .8	3.7 1.0
b. Lacks effective communication skills; has speech problems.	2.8 1.0	2.8 1.1	3.0 1.0	2.8 .8
c. Manipulates other persons and/or situations to get his/her way.	3.8 1.0	3.9 1.0	3.6 .9	3.7 1.0
d. Is overly affectionate toward peers and/or adults.	2.6 .9	2.7 1.0	2.5 .6	2.7 .8
8. Acting Out				
a. Talks incessantly, out of turn.	4.1 1.0	4.3 1.0	3.8 .8	3.9 1.1
b. Reacts negatively to instructions or commands; refuses to correct mistakes, complete work.	4.3 .8	4.4 .8	4.0 .7	4.2 .9
c. Exhibits severe acting out behavior; is physically aggressive toward others.	4.5 .8	4.5 .7	4.3 .9	4.6 .7
d. Resists, defies authority or structure; challenges teacher imposed limitations; acts defiant.	4.5 .8	4.6 .8	4.5 .7	4.3 1.0
e. Disrupts the classroom; creates a disturbance during class activities.	4.4 .8	4.5 .8	4.3 .8	4.2 .9
f. Demonstrates angry, temperamental, irritable behaviors.	4.1 .8	4.1 .9	4.1 .7	3.7 .8

Table 6--Continued

Behavioral Clusters: Behavioral Items	Total N=160 $\bar{X}$ SD	Teachers N=95 $\bar{X}$ SD	Administrators N=42 $\bar{X}$ SD	Counselors N=23 $\bar{X}$ SD
g. Is verbally aggressive toward others.	4.0 .8	4.1 .9	3.8 .8	4.1 .8
h. Makes irrelevant remarks and/or asks irrelevant questions.	3.2 .9	3.3 1.0	3.0 .8	3.2 1.0
i. Forces the submission of peers by being dominant, bossy, and/or overbearing.	4.0 .9	4.1 .9	3.8 .9	4.0 .9
j. Interrupts the teacher when engaged in a presentation or activity.	3.7 .9	3.9 .9	3.3 .8	3.6 1.0
k. Uses property of others without asking permission.	4.0 .8	4.0 .9	3.8 .8	3.9 .7
9. Socialized Delinquency	3.7 1.1	3.8 1.2	3.5 1.0	3.3 .8
a. Is truant, tardy, or absent excessively.				
b. Is destructive of personal property; damages property of others.	4.5 .7	4.6 .8	4.5 .7	4.4 .7
c. Uses profane, obscene language, gestures.	4.3 .9	4.5 .9	4.2 .8	4.1 1.2
d. Lies; distorts the truth.	4.3 .9	4.4 .8	4.1 .9	4.1 .9
e. Cheats; copies work of others.	3.9 .9	4.1 .9	3.7 1.0	3.7 .9
f. Steals; takes property belonging to others.	4.4 .8	4.5 .8	4.3 .9	4.2 .9
g. Does not follow rules; is willfully disobedient.	4.3 .9	4.4 .8	4.1 .9	3.8 .9

Table 7

Mean Scores and Standard Deviations for "Disturbance"
across Behavioral Clusters

Behavioral Clusters	Total N=160		Teachers N=95		Administrators N=42		Counselors N=23	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
1. Emotionally Withdrawn	3.4	.6	3.4	.7	3.4	.6	3.3	.5
2. Weak Self-Control	3.5	.8	3.7	.8	3.4	.6	3.4	.8
3. Appropriate Socialization	1.6	.7	1.7	.7	1.6	.6	1.4	.5
4. Inadequacy-Immaturity	3.4	.6	3.5	.6	3.2	.6	3.3	.6
5. Poor Academics	3.1	.8	3.3	.8	2.9	.7	2.9	.9
6. Personality Problems	3.7	.6	3.7	.6	3.6	.4	3.7	.4
7. Poor Relations	3.1	.6	3.2	.6	2.9	.6	2.9	.7
8. Acting Out	3.6	.6	3.7	.6	3.4	.6	3.3	.6
9. Socialized Delinquency	3.5	.7	3.7	.7	3.4	.6	3.2	.6

Table 8
Mean Scores and Standard Deviations for "Disturbing"
across Behavioral Clusters

Behavioral Clusters	Total N=160		Teachers N=95		Administrators N=42		Counselors N=23	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1. Emotionally Withdrawn	3.1	.6	3.1	.7	2.9	.6	3.1	.7
2. Weak Self-Control	3.7	.7	3.9	.7	3.4	.7	3.5	.7
3. Appropriate Socialization	1.3	.5	1.3	.5	1.3	.6	1.3	.4
4. Inadequacy-Immaturity	3.4	.6	3.5	.6	3.3	.5	3.3	.7
5. Poor Academics	3.3	.6	3.4	.7	3.2	.6	3.3	.6
6. Personality Problems	3.6	.6	3.6	.6	3.6	.5	3.7	.5
7. Poor Relations	3.1	.6	3.1	.7	3.0	.5	3.2	.6
8. Acting Out	4.1	.6	4.2	.6	3.9	.5	4.0	.7
9. Socialized Delinquency	4.2	.7	4.3	.7	4.1	.7	3.9	.7

correlation coefficients of .26, .11, and .03 for teachers, administrators, and counselors, respectively.

For each corollary hypothesis associated with Hypothesis 1, the t test for two independent samples was used as a test of statistical significance. For each calculated t test, the degrees of freedom, the t value, and the two-tail probability value are reported. The level of significance necessary for rejection was .05.

Corollary 1a. There is no significant difference between the mean Emotionally Withdrawn rating scores produced by teachers and administrators for the category of "disturbance."

Behavioral items encompassing the cluster Emotionally Withdrawn produced mean scores of 3.4 for both teachers and administrators when rated as characteristic of emotional disturbance. The calculated t (93) = .04, p = .97 indicated no significant difference between means. Corollary 1a, therefore, was not rejected.

Corollary 1b. There is no significant difference between the mean Emotionally Withdrawn rating scores produced by teachers and administrators for the category of "disturbing."

Mean scores for the behavioral items comprising the cluster Emotionally Withdrawn were assessed as 3.1 for teachers and 2.9 for administrators, when rating the behavioral items as disturbing. The calculated t (89) = 1.53, p = .13 did not reach the required level of significance. Corollary 1b was not rejected.

Corollary 1c. There is no significant difference between the mean Emotionally Withdrawn rating scores produced by teachers and

counselors for the category of "disturbance."

The mean scores of the behavioral items denoting Emotionally Withdrawn were determined as 3.4 and 3.3 for teachers and counselors, respectively, when rating the behavioral items as characteristic of emotional disturbance. The calculated t (42) = .27, p = .79 did not reach the required level of significance. Corollary 1c was not rejected.

Corollary 1d. There is no significant difference between the mean Emotionally Withdrawn rating scores produced by teachers and counselors for the category of "disturbing."

Mean scores for the behavioral items comprising the cluster Emotionally Withdrawn were assessed as 3.1, identical values for teachers and counselors, when rating the behavioral items as disturbing. The calculated t (32) = .32, p = .76 was not at a level considered statistically significant. Corollary 1d was not rejected.

Corollary 1e. There is no significant difference between the mean Emotionally Withdrawn rating scores produced by administrators and counselors for the category of "disturbance."

Mean scores for the behavioral items characteristic of Emotionally Withdrawn were determined as 3.4 and 3.3, in that order, for administrators and counselors when rated according to perceptions of emotional disturbance. The calculated t (49) = .22, p = .83 was not statistically significant; therefore, corollary 1e was not rejected.

Corollary 1f. There is no significant difference between the mean Emotionally Withdrawn rating scores produced by administrators and counselors for the category of "disturbing."

Behavioral items, indicative of Emotionally Withdrawn, when rated as disturbing in working with children and youth, produced mean scores of 2.9 and 3.1 for administrators and counselors, respectively. The calculated $t_{(39)} = .71$, $p = .48$ did not reach the required level of significance. Therefore, corollary 1f was not rejected.

Hypothesis 2

There is no relationship between school personnel rating scores for the behavioral cluster Weak Self-Control when the characteristics are presented in the categories "disturbance" and "disturbing."

Hypothesis 2 was evaluated by correlating the scores derived from ratings of "disturbedness" and "disturbingness" by all participants for the behavioral items comprising the behavioral cluster Weak Self-Control. The Pearson correlation coefficient was calculated at .27 for all groups of school personnel, with correlation coefficients of .21, .27, and .28 for teachers, administrators, and counselors, in that order.

The t test for two independent samples was used as a test of statistical significance for each corollary hypothesis associated with Hypothesis 2. The degrees of freedom, the t value, and the two-tail probability value are stated for each t test. The level of significance necessary for rejection was .05.

Corollary 2a. There is no significant difference between the mean Weak Self-Control rating scores produced by teachers and administrators for the category of "disturbance."

Behavioral items denoting Weak Self-Control produced mean scores of 3.7 for teachers and 3.4 for administrators for this cluster of behavioral characteristics when rated as indicative of emotional disturbance. The calculated $t_{(101)} = 2.15$, $p = .03$ revealed significant differences between the two groups in their ratings of behavioral characteristics. Corollary 2a was rejected.

Corollary 2b. There is no significant difference between the mean Weak Self-Control rating scores produced by teachers and administrators for the category of "disturbing."

Mean scores for the behavioral items comprising the cluster Weak Self-Control were assessed as 3.9 for teachers and 3.4 for administrators, when rating the behavioral items as disturbing. The calculated $t_{(75)} = 3.49$, $p = .001$ revealed significant differences between the two groups in their perceptions of disturbing behavior related to the cluster Weak Self-Control. Corollary 2b was rejected.

Corollary 2c. There is no significant difference between the mean Weak Self-Control rating scores produced by teachers and counselors for the category of "disturbance."

The mean scores of the behavioral items denoting Weak Self-Control were determined as 3.7 and 3.4, respectively, for teachers and counselors, when rating the behavioral items as characteristic of emotional disturbance. The calculated $t_{(33)} = 1.53$, $p = .14$ did not reach the required level of significance; therefore, corollary 2c was not rejected.

Corollary 2d. There is no significant difference between the mean Weak Self-Control rating scores produced by teachers and counselors for the category of "disturbing."

The mean scores of the behavioral items comprising Weak Self-Control were found to be 3.9 and 3.5 for teachers and counselors, respectively, when rating the behavioral items as disturbing in working with children and youth. The calculated t (32) = 1.86, p = .07 did not reach the necessary significant level. Corollary 2d was not rejected.

Corollary 2e. There is no significant difference between the mean Weak Self-Control rating scores produced by administrators and counselors for the category of "disturbance."

Behavioral items, when rated as characteristic of the Weak Self-Control cluster and as indicative of emotional disturbance, produced like mean scores of 3.4. The calculated t (35) = .13, p = .90 was not statistically significant. Therefore, corollary 2e was not rejected.

Corollary 2f. There is no significant difference between the mean Weak Self-Control rating scores produced by administrators and counselors for the category of "disturbing."

Behavioral items, when rated as disturbing in working with children and youth, produced mean scores of 3.4 and 3.5 for administrators and counselors, respectively. The calculated t (44) = -.74, p = .46 was not significant statistically. Corollary 2f was not rejected.

Hypothesis 3

There is no relationship between school personnel rating scores for the behavioral cluster Appropriate Socialization when the characteristics are presented in the categories "disturbance" and "disturbing."

A correlation of the scores derived from ratings of "disturbedness" and "disturbingness" by all participating school personnel for the behavioral items comprising the behavioral cluster Appropriate Socialization enabled evaluation of Hypothesis 3. The Pearson correlation coefficient was calculated at .56 for all participating school personnel, with correlation coefficients of .55, .61, and .57 for teachers, administrators, and counselors, in that order.

For each corollary hypothesis associated with Hypothesis 3, the t test for two independent samples was used as a test of statistical significance. For each t test, the degrees of freedom, the t value, and the two-tail probability value are reported. The level of significance necessary for rejection was .05.

Corollary 3a. There is no significant difference between the mean Appropriate Socialization rating scores produced by teachers and administrators for the category of "disturbance."

The mean scores for the behavioral items denoting Appropriate Socialization were determined as 1.7 for teachers and 1.6 for administrators, when rating the behavioral items as indicative of emotional disturbance. The calculated t (92) = 1.15, p = .25 did not reach the required level of significance; therefore, corollary 3a was not rejected.

Corollary 3b. There is no significant difference between the mean Appropriate Socialization rating scores produced by teachers and administrators for the category of "disturbing."

Mean scores for the behavioral items comprising the cluster Appropriate Socialization were determined to be of equal value, that of 1.3 for the positional categories of teachers and administrators. The calculated t (73) = $-.06$, $p = .95$ was not significant statistically. Therefore, corollary 3b was not rejected.

Corollary 3c. There is no significant difference between the mean Appropriate Socialization rating scores produced by teachers and counselors for the category of "disturbance."

The mean scores of the behavioral items denoting Appropriate Socialization were determined as 1.7 for teachers and 1.4 for counselors, when rating the behavioral items as characteristic of emotional disturbance. The calculated t (44) = 2.33 , $p = .02$ revealed significant differences between ratings by these groups of school personnel. Corollary 3c was rejected.

Corollary 3d. There is no significant difference between the mean Appropriate Socialization rating scores produced by teachers and counselors for the category of "disturbing."

When rating the behavioral items as disturbing in working with children and youth, the mean scores for the behavioral items comprising Appropriate Socialization were of like value of 1.3 for teachers and counselors. The calculated t (39) = $-.02$, $p = .99$ indicated no significant differences between means. Corollary 3d, therefore, was not rejected.

Corollary 3e. There is no significant difference between the mean Appropriate Socialization rating scores produced by administrators and counselors for the category of "disturbance."

Behavioral items, when rated as characteristic of the Appropriate Socialization cluster and as indicative of emotional disturbance, produced mean scores of 1.6 and 1.4 for administrators and counselors, respectively. The calculated t (52) = 1.17, p = .25 did not reach the required level of significance; therefore, corollary 3e was not rejected.

Corollary 3f. There is no significant difference between the mean Appropriate Socialization rating scores produced by administrators and counselors for the category of "disturbing."

Mean scores for the behavioral items comprising the cluster Appropriate Socialization, when rating characteristics as disturbing, were shown to have equivalent values of 1.3 for categorical positions of administrators and counselors. The calculated t (56) = .04, p = .97 found no significant difference between rating scores of these two groups of school personnel. Thus, corollary 3f was not rejected.

Hypothesis 4

There is no relationship between school personnel rating scores for the behavioral cluster Inadequacy-Immaturity when the characteristics are presented in the categories "disturbance" and "disturbing."

Hypothesis 4 was evaluated by correlating the scores of "disturbedness" and "disturbingness" derived from ratings performed by all participants for the behavioral items comprising the behavioral

cluster Inadequacy-Immaturity. The Pearson correlation coefficient was calculated at .30 for total number of participating school personnel, with correlation coefficients of .26 for teachers, .31 for administrators, and .23 for counselors.

For each corollary hypothesis associated with Hypothesis 4, the t test for two independent samples was used as a test of statistical significance. The degrees of freedom, the t value, and the two-tail probability value are stated for each t test. The level of significance necessary for rejection was .05.

Corollary 4a. There is no significant difference between the mean Inadequacy-Immaturity rating scores produced by teachers and administrators for the category of "disturbance."

Behavioral items comprising the cluster Inadequacy-Immaturity were shown to have mean scores of 3.5 for teachers and 3.2 for administrators when rated according to perceptions of characteristics indicative of emotional disturbance. A significant difference was found between the two groups of raters, $t(80) = 2.88$, $p = .005$. Corollary 4a was rejected.

Corollary 4b. There is no significant difference between the mean Inadequacy-Immaturity rating scores produced by teachers and administrators for the category of "disturbing."

Mean scores for the behavioral items descriptive of the cluster Inadequacy-Immaturity were assessed as 3.5 and 3.2 for teachers and administrators, respectively. These rating scores were indicative of perceptions of behavioral characteristics considered disturbing in

working with children and youth. The calculated t (93) = 2.51, p = .01 revealed a significant difference between these two groups of school personnel; therefore, corollary 4b was rejected.

Corollary 4c. There is no significant difference between the mean Inadequacy-Immaturity rating scores produced by teachers and counselors for the category of "disturbance."

The mean scores of the behavioral items indicative of Inadequacy-Immaturity were determined to be 3.5 for teachers and 3.3 for counselors, when the behavioral items were rated as indicative of emotional disturbance. The calculated t (33) = 1.74, p = .09 did not reach the level required for statistical significance. Corollary 4c was not rejected.

Corollary 4d. There is no significant difference between the mean Inadequacy-Immaturity rating scores produced by teachers and counselors for the category of "disturbing."

When rating the behavioral items as disturbing in working with children and youth, the mean scores for the behavioral items encompassing the cluster Inadequacy-Immaturity were 3.5 for teachers and 3.3 for counselors. The calculated t (32) = 1.13, p = .27 did not meet statistical significance. Therefore, corollary 4d was not rejected.

Corollary 4e. There is no significant difference between the mean Inadequacy-Immaturity rating scores produced by administrators and counselors for the category of "disturbance."

Behavioral items, when rated as characteristic of the Inadequacy-Immaturity cluster indicative of emotional disturbance, produced mean scores of 3.2 for administrators and 3.3 for counselors. The calculated $t_{(37)} = -.47$, $p = .64$ did not reach the required significance level. Corollary 4e was not rejected.

Corollary 4f. There is no significant difference between the mean Inadequacy-Immaturity rating scores produced by administrators and counselors for the category of "disturbing."

The mean scores of the behavioral items indicative of Inadequacy-Immaturity were determined to be of equivalent value, 3.3, for both groups of school personnel, administrators and counselors. The calculated $t_{(37)} = -.51$, $p = .61$ was not of statistical significance. Corollary 4f was not rejected.

Hypothesis 5

There is no relationship between school personnel rating scores for the behavioral cluster Poor Academics when the characteristics are presented in the categories "disturbance" and "disturbing."

A correlation of the scores derived from rating scores of "disturbedness" and "disturbingness" by all participants for the behavioral cluster Poor Academics enabled evaluation of Hypothesis 5. The Pearson correlation coefficient was computed at .29 for all participating school personnel, with correlation coefficients of .23 for teachers, .30 for administrators, and .36 for counselors.

The t test for two independent samples was used as a test of statistical significance for each corollary associated with Hypothesis

5. For each calculated t test, the degrees of freedom, the t value, and the two-tail probability value are stated. The level of significance necessary for rejection was .05.

Corollary 5a. There is no significant difference between the mean Poor Academics rating scores produced by teachers and administrators for the category of "disturbance."

Behavioral items encompassing the cluster Poor Academics produced mean scores of 3.3 for teachers and 2.9 for administrators when rated as characteristic of emotional disturbance. The calculated t (84) = 2.42, p = .02 revealed a significant difference between the perceptions of these two groups of school personnel. Corollary 5a, therefore, was rejected.

Corollary 5b. There is no significant difference between the mean Poor Academics rating scores produced by teachers and administrators for the category of "disturbing."

Mean scores for the behavioral items comprising the cluster Poor Academics were assessed as 3.4 and 3.2 for teachers and administrators, respectively, when rating the behavioral items as disturbing. A significant difference was revealed between rating scores for teachers and administrators, t (87) = 2.23, p = .03. Corollary 5b was rejected.

Corollary 5c. There is no significant difference between the mean Poor Academics rating scores produced by teachers and counselors for the category of "disturbance."

The mean scores of the behavioral items denoting Poor Academics were determined as 3.3 and 2.9 for teachers and counselors, respectively.

These mean scores were derived when rating the behavioral items as characteristic of emotional disturbance. The calculated $t_{(30)} = 1.80$, $p = .08$ did not reach the required level of statistical significance. Corollary 5c was not rejected.

Corollary 5d. There is no significant difference between the mean Poor Academics rating scores produced by teachers and counselors for the category of "disturbing."

When rating the behavioral items as disturbing in working with children and youth, the mean scores for the behavioral items encompassing Poor Academics were 3.4 for teachers and 3.3 for counselors. The calculated $t_{(34)} = .68$, $p = .50$ was not statistically significant. Corollary 5d was not rejected.

Corollary 5e. There is no significant difference between the mean Poor Academics rating scores produced by administrators and counselors for the category of "disturbance."

Mean scores for the behavioral items characteristic of Poor Academics were assessed as 3.2 and 3.3 for administrators and counselors, respectively, when rated according to perceptions of emotional disturbance. The calculated $t_{(38)} = .17$, $p = .87$ showed no significant difference. Corollary 5e was not rejected.

Corollary 5f. There is no significant difference between the mean Poor Academics rating scales produced by administrators and counselors for the category of "disturbing."

Behavioral items, when rated as disturbing in working with children and youth, produced mean scores of 3.2 for administrators and

3.3 for counselors. The calculated t (42) = $-.93$, $p = .36$ was not significant statistically. Corollary 5f was not rejected.

Hypothesis 6

There is no relationship between school personnel rating scores for the behavioral cluster Personality Problems when the characteristics are presented in the categories "disturbance" and "disturbing."

An evaluation of Hypothesis 6 was performed by correlating the scores from ratings of "disturbedness" and "disturbingness" by all participants for the behavioral items relating to the behavioral cluster Personality Problems. The Pearson correlation coefficient was calculated at $.35$ for all groups of school personnel, with correlation coefficients of $.36$ for teachers, $.26$ for administrators, and $.42$ for counselors.

The t test for two independent samples was used as a test of statistical significance for each corollary hypothesis associated with Hypothesis 6. For each calculated t test, the degrees of freedom, the t value, and the two-tail probability value are given. The level of significance necessary for rejection was $.05$.

Corollary 6a. There is no significant difference between the mean Personality Problems rating scores produced by teachers and administrators for the category of "disturbance."

Behavioral items, when rated as characteristic of emotional disturbance for the cluster Personality Problems, found mean scores computed at 3.7 and 3.6 for teachers and administrators, respectively. The calculated t (107) = 1.91 , $p = .06$ revealed differences but not

at the required level of statistical significance; therefore, corollary 6a was not rejected.

Corollary 6b. There is no significant difference between the mean Personality Problems rating scores produced by teachers and administrators for the category of "disturbing."

Behavioral items, when rated as characteristic of the behavioral cluster Personality Problems and as disturbing in working with children and youth, produced like mean scores of 3.6 for teachers and administrators. The calculated t (103) = .61, p = .54 indicated no significant difference. Corollary 6b was not rejected.

Corollary 6c. There is no significant difference between the mean Personality Problems rating scores produced by teachers and counselors for the category of "disturbance."

The mean scores of the behavioral items denoting Personality Problems were computed at like values of 3.7 for teachers and counselors. These scores were derived when rating the behavioral items as characteristic of emotional disturbance. The calculated t (53) = .10, p = .92 was not statistically significant; therefore, corollary 6a was not rejected.

Corollary 6d. There is no significant difference between the mean Personality Problems rating scores produced by teachers and counselors for the category of "disturbing."

The mean scores of the behavioral items comprising Personality Problems were 3.6 for teachers and 3.7 for counselors when rated as disturbing in working with children and youth. The calculated t (38 =

-.66, $p = .52$ was not significant and corollary 6d was not rejected.

Corollary 6e. There is no significant difference between the mean Personality Problems rating scores produced by administrators and counselors for the category of "disturbance."

Mean scores for the behavioral items comprising the cluster Personality Problems was computed at 3.6 and 3.7 for administrators and counselors, in that order, when rated as characteristic of emotional disturbance. The calculated $t_{(51)} = -1.58$, $p = .12$ did not meet the required level for significance. Corollary 6e was not rejected.

Corollary 6f. There is no significant difference between the mean Personality Problems rating scores produced by administrators and counselors for the category of "disturbing."

When rating the behavioral items as disturbing in working with children and youth, mean scores for the behavioral characteristics relating to the cluster Personality Problems were computed to be 3.6 and 3.7 for administrators and counselors, respectively. The calculated $t_{(41)} = -1.08$, $p = .29$ indicated no difference between perceptions as rated by these two groups of school personnel. Corollary 6f was not rejected.

Hypothesis 7

There is no relationship between school personnel rating scores for the behavioral cluster Poor Relations when the characteristics are presented in the categories "disturbance" and "disturbing."

Hypothesis 7 was evaluated by correlating the scores secured from ratings of "disturbedness" and "disturbingness" by all participants for the behavioral items encompassing the behavioral cluster Poor Relations. The Pearson correlation coefficient was calculated at .24 for all groups of school personnel. Correlation coefficients of .22, .17, and .49 were reported for teachers, administrators, and counselors, in that order.

The t test for two independent samples was used as the test of statistical significance for all corollary hypotheses associated with Hypothesis 7. For each calculated t test, the degrees of freedom, the t value, and the two-tail probability value are given. The level of significance necessary for rejection was .05.

Corollary 7a. There is no significant difference between the mean Poor Relations rating scores produced by teachers and administrators for the category of "disturbance."

Behavioral items denoting Poor Relations produced mean scores of 3.2 and 2.9 for teachers and administrators, respectively, when rating this behavioral cluster as indicative of emotional disturbance. The calculated t (76) = 3.02, p = .003 showed a significant difference between the two groups of raters. Thus, corollary 7a was rejected.

Corollary 7b. There is no significant difference between the mean Poor Relations rating scores produced by teachers and administrators for the category of "disturbing."

Mean scores for the behavioral items constructing the cluster Poor Relations were seen at 3.1 and 3.0 for teachers and administrators,

respectively. These scores resulted when behavioral items were rated as disturbing in working with children and youth. The calculated $t_{(102)} = .78$, $p = .43$ indicated no difference in perceptual ratings for these two groups of school personnel. Corollary 7b was not rejected.

Corollary 7c. There is no significant difference between the mean Poor Relations rating scores produced by teachers and counselors for the category of "disturbance."

The mean scores for the behavioral items constructing Poor Relations were determined as 3.2 for teachers and 2.9 for counselors, when rated as characteristic of emotional disturbance. The calculated $t_{(31)} = 1.98$, $p = .05$ revealed a significant difference reflected in the perceptions of these two groups; therefore, corollary 7c was rejected.

Corollary 7d. There is no significant difference between the mean Poor Relations rating scores produced by teachers and counselors for the category of "disturbing."

The mean scores of the behavioral items comprising the cluster Poor Relations were shown at 3.1 and 3.2, respectively, for teachers and counselors. These mean scores were derived when rating the behavioral items as disturbing in working with children and youth. The calculated $t_{(37)} = -.66$, $p = .51$ was not statistically significant. Corollary 7d was not rejected.

Corollary 7e. There is no significant difference between the mean Poor Relations rating scores produced by administrators and

counselors for the category of "disturbance."

Behavioral items characteristic of Poor Relations revealed similar mean scores of 2.9 when rated by administrators and counselors in regards to perceptions of emotional disturbance. The calculated $t_{(.42)} = -.20$, $p = .84$ showed no difference between ratings by groups. Corollary 7e was not rejected.

Corollary 7f. There is no significant difference between the mean Poor Relations rating scores produced by administrators and counselors for the category of "disturbing."

Behavioral items, when rated as disturbing in working with children and youth, computed mean scores of 3.0 for administrators and 3.2 for counselors. The calculated $t_{(40)} = -1.20$, $p = .24$ was not significant to determine a difference between groups; therefore, corollary 7f was not rejected.

Hypothesis 8

There is no relationship between school personnel rating scores for the behavioral cluster Acting Out when the characteristics are presented in the categories "disturbance" and "disturbing."

A correlation of the scores derived from rating scores of "disturbedness" and "disturbingness" by all participating school personnel for the behavioral items comprising the behavioral cluster Acting Out enabled evaluation of Hypothesis 8. A relationship of .26 for all participating school personnel was computed using the Pearson correlation, with correlation coefficients reported at .27 for teachers, .14 for administrators, and .16 for counselors.

A test for statistical significance was employed for each corollary hypothesis related to Hypothesis 8. The t test for two independent samples was utilized with the level of significance necessary for rejection set at .05. For each calculated t test, the degrees of freedom, the t value, and the two-tail probability value are reported.

Corollary 8a. There is no significant difference between the mean Acting Out rating scores produced by teachers and administrators for the category of "disturbance."

Behavioral items encompassing the cluster Acting Out produced mean scores of 3.7 for teachers and 3.4 for administrators when rated as indicative of emotional disturbance. The calculated t (91) = 2.55, p = .01 indicated a significant difference between the mean scores for these two groups of school personnel. Therefore, corollary 8a was rejected.

Corollary 8b. There is no significant difference between the mean Acting Out rating scores produced by teachers and administrators for the category of "disturbing."

Mean scores for the behavioral items comprising the cluster Acting Out were shown at 4.2 for teachers and 3.9 for administrators, when rating the behavioral items as disturbing. The calculated t (93) = 3.14, p = .002 revealed a statistical difference between means; therefore, corollary 8b was rejected.

Corollary 8c. There is no significant difference between the mean Acting Out rating scores produced by teachers and counselors for the category of "disturbance."

Behavioral items encompassing the cluster Acting Out produced mean scores of 3.7 and 3.3 for teachers and counselors, in that order, when rating the behavioral items as indicators of emotional disturbance. The calculated $t_{(33)} = 2.43$, $p = .02$ revealed a significant difference statistically between groups. Corollary 8c was therefore rejected.

Corollary 8d. There is no significant difference between the mean Acting Out rating scores produced by teachers and counselors for the category of "disturbing."

When rating the behavioral items as disturbing in working with children and youth, the mean scores for the behavioral items encompassing Acting Out were 3.2 and 4.0 for teachers and counselors, respectively. The calculated $t_{(29)} = 1.11$, $p = .28$ did not reach the level required for a statistical difference between means. Corollary 8d was not rejected, therefore.

Corollary 8e. There is no significant difference between the mean Acting Out rating scores produced by administrators and counselors for the category of "disturbance."

Mean scores for the behavioral items characteristic of Acting Out were determined at 3.4 and 3.3 for administrators and counselors, respectively, when rated according to perceptions of emotional disturbance. The calculated $t_{(40)} = .56$, $p = .58$ indicated no significant difference. Corollary 8e was not rejected.

Corollary 8f. There is no significant difference between the mean Acting Out rating scores produced by administrators and counselors

for the category of "disturbing."

When rated as disturbing in working with children and youth, behavioral items produced mean scores of 3.9 and 4.0 for administrators and counselors, respectively. The calculated t (33) = $-.71$, $p = .48$ was not statistically significant. Corollary 8f was not rejected.

Hypothesis 9

There is no relationship between school personnel rating scores for the behavioral cluster Socialized Delinquency when the characteristics are presented in the categories "disturbance" and "disturbing."

Hypothesis 9 was evaluated by correlating the scores obtained from ratings of "disturbedness" and "disturbingness" by all participants for the behavioral items constructing the behavioral cluster Socialized Delinquency. The Pearson correlation coefficient was calculated at .25. In addition, correlation coefficients of .27, .03, and .25 were reported for school personnel groups, teachers, administrators, and counselors.

A test for statistical significance was computed for each corollary hypothesis related to Hypothesis 9. The t test for two independent samples was utilized. The degrees of freedom, the t value, and the two-tail probability value are reported for the calculated t tests. The level of significance necessary for rejection was .05.

Corollary 9a. There is no significant difference between the mean Socialized Delinquency rating scores produced by teachers and administrators for the category "disturbance."

When rated as characteristic of emotional disturbance, behavioral items encompassing the cluster Socialized Delinquency produced mean scores of 3.7 and 3.4 for teachers and administrators, respectively. The calculated $t_{(84)} = 2.27$, $p = .025$ revealed a statistical difference between the means; therefore, corollary 9a was rejected.

Corollary 9b. There is no significant difference between the mean Socialized Delinquency rating scores produced by teachers and administrators for the category of "disturbing."

The mean scores of the behavioral items constructing the behavioral cluster Socialized Delinquency were 4.3 and 4.1 for the teachers and administrators, respectively. These mean scores evolved when behavioral items were rated as disturbing. The calculated $t_{(81)} = 2.04$, $p = .05$ indicated a significant difference between the means, hence, corollary 9b was rejected.

Corollary 9c. There is no significant difference between the mean Socialized Delinquency rating scores produced by teachers and counselors for the category of "disturbance."

Behavioral items encompassing the cluster Socialized Delinquency produced mean scores of 3.7 and 3.2 for teachers and counselors, respectively, when rated as indicative of emotional disturbance. The calculated $t_{(40)} = 3.31$, $p = .002$ revealed a significant difference between means; therefore, corollary 9c was rejected.

Corollary 9d. There is no significant difference between the mean Socialized Delinquency rating scores produced by teachers and counselors for the category of "disturbing."

Mean scores for the behavioral items comprising the cluster Socialized Delinquency were shown at 4.3 and 3.9 for teachers and counselors, respectively, when rating the behavioral items as disturbing. The calculated t (33) = 2.29, p = .03 revealed a statistical difference between means. Corollary 9d was therefore rejected.

Corollary 9e. There is no significant difference between the mean Socialized Delinquency rating scores produced by administrators and counselors for the category of "disturbance."

Computed mean scores for the behavioral items comprising the behavioral cluster Socialized Delinquency were reported at 3.4 and 3.2 for the administrators and counselors, in that order. These mean scores were derived from ratings of the disturbance characteristic of these behavioral items. The calculated t (51) = 1.13, p = .26 indicated no difference in rated perceptions between these groups. Corollary 9e was not rejected.

Corollary 9f. There is no significant difference between the mean Socialized Delinquency rating scores produced by administrators and counselors for the category of "disturbing."

When rated as disturbing in working with children and youth, behavioral items related to the cluster Socialized Delinquency, showed mean scores of 4.1 and 3.9, respectively, for the categorical positions of administrators and counselors. The calculated t (44) = .65, p = .52 indicated no statistical difference between mean scores. Corollary 9f was not rejected.

Summary

Data were analyzed by Pearson correlations to explore relationships between the rating scores for "disturbed" and "disturbing" behavioral items and behavioral clusters, rated by all participating school personnel and by participants in the categorical positions of teachers, administrators, and counselors. Correlation coefficients were displayed across respondents. The t test for two independent samples was utilized to test for significant differences between the mean rating scores produced by teachers and administrators, teachers and counselors, and administrators and counselors for "disturbance" and "disturbing" for behavioral items and behavioral clusters. Calculated t values, degrees of freedom, and probability values were presented. Computed mean scores and standard deviations were reported for the behavioral items and for the behavioral clusters for all participating school personnel and for three distinct groups of school personnel, including teachers, administrators, and counselors.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Data analysis has been presented. The Tables have shown results of Pearson correlations and t tests; selected options include correlation coefficients, t scores, mean rating scores, standard deviations, and probability values. A discussion of the conclusions, implications, and recommendations for future research will be addressed in this chapter.

The state departments of education, as separate entities, have defined emotional disturbance in the educational setting. Each of the 50 states has formulated definitional characteristics of behavior to be employed in the identification of students qualifying for special education services in the behavioral realm. Texts used in colleges or universities have tended to standardize certain behaviors as indicators of emotional disturbance. In addition, behavior rating scales and behavior checklists have been utilized as identification measures for the referral of students for special education services in the category of behavioral disorders.

The body of literature concerning those behavioral characteristics perceived as bothersome or disturbing in working with children

or youth has proliferated rapidly since the mid 1920's. Many studies have attempted to identify which types of behaviors create classroom situations interfering with the educational progress of the individual or the group. Investigators have suggested remediating disturbing teaching situations (Algozzine, 1975; Rhodes, 1967, 1970) by determining ecological fit between teachers and students, by discerning teacher tolerance levels for dealing with aberrant behaviors and placing students accordingly, and by emphasizing personal traits of teachers which may contribute to harmonious interactions with students. The latter studies have suggested that the problem lies in the environment rather than with the child, or should be approached from a dual viewpoint, in remediation of the environment and from reconsideration of the problem as being solely child centered.

Since emotionally disturbed or emotionally handicapped students characteristically display aberrant behaviors, it was deemed important to examine the relationship between "disturbedness" and "disturbingness." Issues evolving from the referral process and from placement in the special education category of behavioral disorders reinforced the need for research in differentiating these two conditions.

Conclusions

Relationships between Respondents

It was hypothesized that there would be no relationship between school personnel rating scores for the behavioral clusters when characteristics were presented in the categories "disturbance" and "disturbing." Pearson correlations were computed between responses and the

coefficients are shown in Table 3. The premise as hypothesized for all eight behavioral clusters depicting aberrant behaviors, including Emotionally Withdrawn, Weak Self-Control, Inadequacy-Immaturity, Poor Academics, Personality Problems, Poor Relations, Acting Out, and Socialized Delinquency, was confirmed. Correlations across total participants and responding groups of school personnel were computed at less than .50, signifying a weak relationship for these eight behavioral clusters. The behavioral cluster Appropriate Socialization reported the strongest degree of relationship, with correlation coefficients of .56 for total participants, and .55, .61, and .57 across responding groups of school personnel, teachers, administrators, and counselors, in order.

Though the Appropriate Socialization cluster produced higher correlation coefficients than relationships assessed between "disturbance" and "disturbing" for the eight behavioral clusters representative of aberrant behaviors, the reported correlation coefficients still lack the strength of a true relationship which occurs at +1.00 or -1.00. A review of Table 7 and Table 8 provides some indication of the relative strength of the relationships reported for the cluster Appropriate Socialization. Mean scores are rated in the lowest point differential of the five point continuum on the behavior rating scale, signifying not very characteristic of "emotional disturbance" and not very "disturbing."

Differences between Groups of Respondents

For each of the nine hypotheses stating no relationship between rating scores by school personnel for the nine behavioral clusters,

corollaries stated there would be no significant differences between the mean rating scores of school personnel representative of three positional categories, specifically, teachers and administrators, teachers and counselors, and administrators and counselors. Table 4 presented t scores and probability values for "disturbance" and "disturbing" for behavioral clusters across independent groups of respondents. A probability level was set at .05 for statistical significance for all calculated t tests.

Cautionary Notes

Caution needs to be taken in the interpretation of results. Reliabilities, denoting strength of internal consistency for the main study and for the pilot study, are shown for total behavior rating scale and for behavioral clusters in Table 1. A reliability of .79 was calculated for the main study and .70 for the pilot study.

For the main study, six behavioral clusters were reported as having reasonable internal consistency: Appropriate Socialization, Inadequacy-Immaturity, Poor Academics, Personality Problems, Acting Out, and Socialized Delinquency. The remaining three behavioral clusters were shown to have weak internal consistency: Emotionally Withdrawn, Weak Self-Control, and Poor Relations.

The pilot study had satisfactory internal consistency reported for only four of the nine behavioral clusters. It is possible these scores are reflective of students who may lack the amount of educational training and years of experience in dealing with "disturbed" and "disturbing" behaviors in the classroom. Investigators have

determined that amount of educational training and years of chronological age have made a difference in teachers' expressed attitudes, with the lesser of either more prone to attitudinal changes (Clos, 1966; Sparks, 1952).

Experimental problems inherent to internal and external validity as outlined by Campbell and Stanley (1963) may have been important factors in the rerating of the behavior rating scale during the pilot study. More experimental control was possible in the main study. During the one week interval of time, the university students were exposed to course lectures, required readings, and factual information, thus producing problems with history and maturation. Reactive arrangements effect was possible as the students were aware of their role in piloting the behavior rating scale for use in a main study.

The number of participants comprising each of the three categorical positions may have contributed to the calculation of significant differences derived statistically by t tests. These categories were represented by 95 teachers, 42 administrators, and 23 counselors. Relatively higher mean scores were produced by teachers, but the differences found between teachers and administrators shown in Table 11, and between teachers and counselors shown in Table 12, may in part have been attributed to the aforementioned effect. The lack of significant differences between administrators and counselors (Table 13) may also be related to this effect.

In addition, relatively small differences in mean scores produced by the total participants and by the three categories of respondents

across behavioral clusters are shown in Table 7 and Table 8. The significant differences at the .05 level of statistical significance may be limited in interpretative findings due to these small differences in reported mean scores.

An additional level of significance was added for the purpose of interpretation, as these differences become important in the decision for referral, placement, and treatment when viewed by various school personnel in their decision making process. Particular caution should be taken in the interpretation of results at this level of concern ($p < .10$) pertaining to the three behavioral clusters which did not reveal strong internal consistency when computed for reliability.

Teachers and administrators. Clusters in which significant differences were found between perceptions of "disturbance" and "disturbing" by teachers and administrators are presented in Table 9. The most significant differences seen in the "disturbance" clusters are those of Inadequacy-Immaturity, Poor Relations, and Acting Out ($p < .01$). These three clusters represent behaviors descriptive of students who appear dependent, immature, and unable to build or to maintain satisfactory interpersonal relationships, and who act in an aggressive or conduct disordered manner which interferes with the teaching process within the classroom. Significant differences were also determined to exist between teachers and administrators in their mean ratings of Weak Self-Control, Poor Academics, and Socialized Delinquency ($p < .05$). These areas are descriptive of behaviors indicative of the following: restless, inattentive children; those unable to learn commensurate with

Table 9

t Scores and Probability Values for "Disturbance" and "Disturbing"
by Teachers and Administrators for Behavioral Clusters

Behavioral Clusters	Teachers/Administrators			
	Disturbance		Disturbing	
	<u>t</u>	<u>p</u>	<u>t</u>	<u>p</u>
1. Emotionally Withdrawn	.04	.97	1.53	.13
2. Weak Self-Control	2.15**	.03	3.49***	.001
3. Appropriate Socialization	1.15	.25	- .06	.95
4. Inadequacy-Immaturity	2.88***	.005	2.51***	.01
5. Poor Academics	2.42**	.02	2.23**	.03
6. Personality Problems	1.91*	.06	.61	.54
7. Poor Relations	3.02***	.003	.78	.43
8. Acting Out	2.55***	.01	3.14***	.002
9. Socialized Delinquency	2.27**	.03	2.04**	.04

* p < .10

** p < .05

*** p < .01

abilities; and students who engage in antisocial endeavors. Though not reaching the level of statistical significance for this study, the cluster Personality Problems, behaviors indicative of pathological character disorder, was perceived differently by teachers and administrators, thus lending some discrepancy in the referral process for special education services in the category of behavior disorders.

The most significant difference in the mean rating scores of "disturbing" between teachers and administrators are shown in Table 9 to exist in three clusters ($p < .01$). These are the areas of Weak Self-Control, Inadequacy-Immaturity, and Acting Out, and are descriptive of the following behaviors: hyperactive, distractible behaviors; dependent, immature behaviors; and aggressive, conduct disordered behaviors. Significant differences between the perceptions of "disturbing" behaviors reflected by mean rating scores are found in two areas, Poor Academics and Socialized Delinquency, respectively, behaviors representative of an inability to learn commensurate with abilities and engagement in antisocial activities. No differences were shown in the area of concern ($p < .10$).

Teachers and counselors. Clusters in which significant differences were determined between perceptions of teachers and counselors in their rating scores of "disturbance" and "disturbing" are exhibited in Table 10. For these two positional categories of school personnel, the most significant difference seen in the "disturbance" cluster is that of Socialized Delinquency, or antisocial behaviors ($p < .01$).

Table 10

t Scores and Probability Values for "Disturbance" and "Disturbing"
by Teachers and Counselors for Behavioral Clusters

Behavioral Clusters	Teachers/Counselors			
	Disturbance		Disturbing	
	<u>t</u>	p	<u>t</u>	p
1. Emotionally Withdrawn	.27	.78	.32	.76
2. Weak Self-Control	1.53	.14	1.86*	.07
3. Appropriate Socialization	2.33**	.02	-.02	.99
4. Inadequacy-Immaturity	1.74*	.09	1.13	.27
5. Poor Academics	1.80*	.08	.68	.50
6. Personality Problems	.10	.92	-.66	.52
7. Poor Relations	1.98*	.06	-.66	.51
8. Acting Out	2.43**	.02	1.11	.28
9. Socialized Delinquency	3.31***	.002	2.29**	.03

* $p < .10$

** $p < .05$

*** $p < .01$

Significant differences do appear between the perceptions of teachers and counselors when computing their mean rating scores in the clusters Appropriate Socialization and Acting Out. These areas are descriptive of positive, productive behaviors, and aggressive, conduct disordered behaviors. An explanation for the former may be that in ratings of behaviors characteristic of "emotional disturbance," students displaying characteristics indicative of "disturbance" also demonstrate behaviors considered positive and productive (Epstein, 1941). An alternative suggestion includes a possible problem inherent in the rating format, which required respondents to rate behavioral items to be not very disturbing at the lowest point of the scale, or to omit rating the items in this category, thus giving these behavioral characteristics a score of zero. A third possibility connotes the idea that a student may appear and behave in a sane manner, but may be predetermined as a misfit by significant adults (Haggerty, 1925). In this instance, the student must continue to behave in such a manner which proves innocence rather than guilt (Freeman & Algozzine, 1980). A review of Table 5 indicates that teachers rated the behavioral items higher in both of the areas of significance than did counselors ($p < .05$).

Three clusters, though not meeting the level of significance statistically, reveal differences in perceptions of "disturbance" ($p < .10$), when rated by teachers and counselors. These areas include Inadequacy-Immaturity, Poor Academics, and Poor Relations, again descriptive of students who demonstrate behaviors including: dependent, immature actions; learning skills non-commensurate with abilities;

and an inability to build or to maintain satisfactory relationships with others.

The differences in perception indicated by mean rating scores for the condition of "disturbing" are also shown in Table 10. Two clusters reveal differences, Socialized Delinquency ($p < .05$), and Weak Self-Control ($p < .10$). These areas, indicative of antisocial activities, and hyperactive, distractible behaviors, may present problems in the referral process when encountered by teachers and counselors.

Administrators and counselors. No significant differences between perceptions of administrators and counselors reflected by mean rating scores for the conditions of "disturbance" and "disturbing" across behavioral clusters are shown in Table 11. More agreement is seen between these two types of school personnel than between teachers and administrators, and teachers and counselors.

Synthesis of a Behavioral Taxonomy

The behavioral characteristics most frequently defined by states as indicative of emotional disturbance in education, in order of frequency, are as follows: unsatisfactory interpersonal relationships; unhappiness, depression; physical illnesses; unable to learn commensurate with ability; and inappropriate behaviors under normal circumstances. The remaining behavioral characteristics reported by states, in order of frequency, are displayed in Appendix D.

Most of the states employ the behavioral taxonomy developed by Bower (1960, 1969), and subsequently adopted by the Federal Bureau of

Table 11

t Scores and Probability Values for "Disturbance" and "Disturbing"
by Administrators and Counselors for Behavioral Clusters

Behavioral Clusters	Administrators/Counselors			
	Disturbance		Disturbing	
	<u>t</u>	p	<u>t</u>	p
1. Emotionally Withdrawn	.22	.82	-.71	.48
2. Weak Self-Control	.13	.90	-.74	.46
3. Appropriate Socialization	1.17	.25	.04	.97
4. Inadequacy-Immaturity	-.47	.64	-.51	.61
5. Poor Academics	.17	.87	-.93	.36
6. Personality Problems	-1.58	.12	-1.08	.29
7. Poor Relations	-.20	.84	-1.20	.24
8. Acting Out	.56	.58	-.71	.48
9. Socialized Delinquency	1.13	.26	.65	.52

* $p < .10$

** $p < .05$

*** $p < .01$

Education for the Handicapped through its regulations. Of the nine behavioral clusters formulated by this investigation, five were correlated with the behavioral characteristics proposed by Bower. Specifically, (a) Emotionally Withdrawn--displays a pervasive mood of unhappiness or depression; (b) Inadequacy-Immaturity--complains of physical illnesses or impairments; (c) Poor Academics--seems unable to learn commensurate with intellectual, sensory, or physical development; (d) Personality Problems--shows inappropriate types of behaviors, feelings, and/or responses under normal circumstances; and (e) Poor Relations--is unable to build or to maintain satisfactory interpersonal relationships. Four additional behavioral clusters were formulated by this investigator, one of which, Appropriate Socialization, was included for comparison purposes and for more accurate ratings by school personnel of the other eight, inclusive. Three represent behavioral characteristics used by state departments of education for the purpose of identifying students for the category of behavior disorders in the realm of special education services. These are identified as Weak Self-Control, Acting Out, and Socialized Delinquency, and are not included in Bower's behavioral taxonomy or in the Federal Regulations.

Rankings of Aberrant Behavioral Clusters

A ranking of behavioral clusters by mean scores, indicating the degree of "disturbance" perceived by all participants and by the three categorical positions of raters is displayed in Table 12. A ranking of behavioral clusters by mean scores indicative of the degree of "disturbingness" perceived by all participants, and by the three types

Table 12

Rankings of Mean Scores for "Disturbance"
across Behavioral Clusters

Behavioral Clusters	Total N=160		Teachers N=95		Administrators N=42		Counselors N=23	
	Rank	$\bar{x}$	Rank	$\bar{x}$	Rank	$\bar{x}$	Rank	$\bar{x}$
1. Emotionally Withdrawn	6	3.36	6	3.36	5	3.36	4	3.326 ^b
2. Weak Self-Control	3	3.55	4	3.66	3	3.390 ^b	2	3.37
3. Appropriate Socialization	9	1.61	9	1.69	9	1.55	9	1.38
4. Inadequacy-Immaturity	5	3.38	5	3.50	6	3.19	6	3.26
5. Poor Academics	7	3.12	7	3.26	7	2.92	8	2.887 ^b
6. Personality Problems	1	3.70	1	3.74	1	3.58	1	3.73
7. Poor Relations	8	3.06	8	3.19	8	2.86	7	2.891 ^b
8. Acting Out	2	3.57	2	3.69	4	3.42	3	3.328 ^b
9. Socialized Delinquency	4	3.53	3	3.67	2	3.391 ^b	5	3.321 ^b

^a Rounded to nearest one-hundredth

^b Rounded to nearest one-thousandth

Table 13
 Rankings of Mean Scores for "Disturbing"
 across Behavioral Clusters

Behavioral Clusters	Total N=160		Teachers N=95		Administrators N=42		Counselors N=23	
	Rank	$\bar{x}$	Rank	$\bar{x}$	Rank	$\bar{x}$	Rank	$\bar{x}$
1. Emotionally Withdrawn	8	3.06	8	3.11	8	2.94	8	3.06
2. Weak Self-Control	3	3.69	3	3.85	4	3.40	4	3.54
3. Appropriate Socialization	9	1.29	9	1.28	9	1.29	9	1.29
4. Inadequacy-Immaturity	5	3.42	5	3.51	5	3.26	5	3.34
5. Poor Academics	6	3.34	6	3.42	6	3.17	6	3.32
6. Personality Problems	4	3.64	4	3.64	3	3.58	3	3.73
7. Poor Relations	7	3.12	7	3.12	7	3.04	7	3.22
8. Acting Out	2	4.06	2	4.16	2	3.86	1	3.98
9. Socialized Delinquency	1	4.20	1 ^a	4.32	1	4.06	2	3.94

^a Rounded to nearest one-hundredth

of school personnel is presented in Table 13. Rankings will be discussed relative to their findings in this investigation, and in order of frequency of existence as a definitional characteristic by state.

Poor relations. The behavioral cluster, Poor Relations, or the inability to build or to maintain satisfactory interpersonal relationships, was defined most frequently by the states as a definitional characteristic. However, when viewing rankings received, Poor Relations was not perceived as too indicative of "emotional disturbance" or as "disturbing" by respondents for this study. Interpretation of results is limited by the lack of sufficient internal consistency for this behavioral cluster.

Emotionally withdrawn. The behavioral cluster, Emotionally Withdrawn, encompassing display of a pervasive mood of unhappiness or depression, was not seen as particularly "disturbing" by participants. A higher degree of recognition as an indicator of "emotional disturbance" was shown. Counselors perceived this behavioral cluster as more indicative of emotional disturbance than did administrators or teachers, in that order. Wide disparity was not found between ratings of teachers and counselors, as reported in previous studies comparing professional perceptions of teachers and clinicians (Wickman, 1928), teachers and school guidance counselors (Mansergh, 1968), and teachers and school psychologists (Thompson, 1940).

Findings of this study were in more agreement with other studies comparing perceptions of teachers and clinicians; specifically, teachers and school guidance counselors (Stewart, 1957; Whetstone,

1965), and teachers and school psychologists (Penzer, 1962). In these latter studies, teachers were reported as being aware of recessive symptoms of maladjustment and the need for counseling intervention. Interestingly, though ranked higher than other participants in degree of perception of emotional disturbance, the mean rating scores for this behavioral cluster by teachers were slightly lower than for other respondents. Interpretative statements are restricted by the insufficiency of internal consistency.

Inadequacy-Immaturity. The behavioral cluster, Inadequacy-Immaturity, comprising behaviors symptomatic of dependent, immature behaviors, received comparable rankings, with administrators and counselors perceiving this cluster of behaviors more indicative of emotional disturbance than total participants and teachers in their rankings of "disturbance" characteristics, yet lower in their mean rating scores than the latter mentioned groups of school personnel. Equivalent rankings were given across all responding groups of school personnel in the perceived "disturbingness" of the behavioral cluster. Respectable internal consistency was computed for this behavioral cluster, heightening findings.

Poor academics. The behavioral cluster considered by Bower to be the most indicative characteristic of emotional disturbance is Poor Academics, or the inability to learn commensurate with intellectual, sensory, or physical development. The respondents in this investigation found this behavioral characteristic to be more "disturbing" than indicative of "disturbance" in their rankings of degree

of conditions. Reasonable internal consistency found in computation of reliability increases interpretative findings for this behavioral cluster.

Personality problems. The behavioral cluster, Personality Problems, characteristic of inappropriate types of behaviors, feelings, and/or responses under normal circumstances, and representative of pathological disorders, was deemed of primary importance as shown by rankings across total participants, and by all responding groups of school personnel. The "disturbingness" of these behaviors was shown of high importance by all respondents, but was clearly differentiated from the condition of "emotional disturbance." Adequate internal consistency lends to interpretative findings for this behavioral cluster.

Acting out. The behavioral cluster, Acting Out, encompassed behaviors disruptive to the classroom learning environment. Though omitted in the criteria denoting behavior disorders in the Federal Regulations, this area was noted in frequency by states to be a major definitional characteristic for the identification of students for emotionally disturbed or emotionally handicapped education in special education. In addition, texts written by recognized authorities in the field of behavior disorders state this factor to be one of the primary descriptors of students in need of services (Kauffman, 1977; Reinert, 1976; Shea, 1978).

This behavioral cluster received high rankings by all participants, and by all responding groups of school personnel in this study. Though higher mean rating scores were given this area by total

participants and by teachers and administrators, counselors ranked this cluster, Acting Out, as the primary "disturbing" area in working with children or youth. Penzer (1962) reported clinicians as having recognized the seriousness of acting out behavior. Numerous investigators concluded that teachers were concerned with disorderly, aggressive behavior interfering with the immediate teaching situation (Appendix E). Teachers, administrators, and counselors, in order, rank this cluster as a major indicator of "emotional disturbance." This finding is in agreement with the results reported by Mansergh (1968). Findings for this behavioral cluster are strengthened by high internal consistency.

Weak self-control. As a behavioral cluster, Weak Self-Control is more typically related to the behaviors displayed by students served in the specific learning disabilities category of special education, yet no mention of these behaviors appears in the behavioral criteria of the Federal Regulations. Much confusion is radiated by this omission in the criteria for specific learning disabilities, or by the non-inclusion of these behaviors as definitional criteria for the category implying behavior disorders. If students displaying these characteristics do not qualify for the specific learning disabilities category through tests for suspected academic and processing deficits given to derive expectancy formulas, the more typical result is non-placement and non-treatment. To this investigator, this is the most serious grey zone of the entire spectrum in special education.

Interestingly, Weak Self-Control received relatively high rankings for both "disturbing" and "disturbance" by all respondents, teachers, administrators, and counselors, in order of perceived "emotional disturbance." Caution is indicated in the interpretation of this behavioral cluster due to weak internal consistency.

Socialized delinquency. The behavioral cluster, Socialized Delinquency, was descriptive of antisocial behaviors or activities in which children and youth participate. Federal Regulations have exempted social maladjustment from the definitional criteria for emotionally disturbed or emotionally handicapped education unless meeting one or more of the criteria established for the category implying behavioral disorders in special education. This cluster was ranked the primary "disturbing" area by teachers and administrators, and the second most "disturbing" area by counselors. Teachers and administrators found this behavioral cluster indicative of "emotional disturbance" to a high degree; whereas, counselors found Socialized Delinquency moderately characteristic of "disturbance." Strong internal consistency lends support to interpretation of this behavioral cluster.

Implications

The referral process, established fairly uniformly throughout school districts, is based upon the perception of student behaviors by various types of school personnel. Definitional criteria have been established by the 50 state departments of education. Most of these states employ the behavioral taxonomy developed by Bower and subsequently adopted by the Federal Bureau of Education for the Handicapped

through its regulations. Yet, to date, there are no national criteria establishing qualifications for students for emotionally disturbed or emotionally handicapped education in special education.

Need for Uniformity

An official definition of emotional disturbance in the educational realm has yet to be written (Kauffman, 1977). The sole criterion for disturbance, accepted by experts in the field (Kauffman, 1977; Kirk, 1962; Reinert, 1976) has been the detrimental effect of a child's or youth's behavior upon self or others, in terms of development, adjustment, and education. Kauffman (1977) qualified this criterion by stating that it is the degree of disturbedness which connotes emotional disturbance, and that within the degree, there are levels of mild, moderate, and severe disturbance.

This lack of national criteria for establishing definite qualifications for emotionally disturbed or emotionally handicapped educational services in special education lends itself to much vulnerability. Unlike other categories in special education, defined by intellectual, sensory, or physical cutoff points, the category of behavior disorders is resplendent with subjectivity.

Commonality of Behavior Rating Scales

The usual manner of determining qualification is to produce scores on an adapted behavior rating scale or behavior checklist. In an effort to analyze the overlapping of behaviors on such instruments recommended by the Florida State Bureau of Exceptional Education, the investigator performed an item analysis of all behaviors listed on

four behavior rating scales recommended for use in the identification of emotionally handicapped students. The four instruments included: the Behavior Problem Checklist (Quay & Peterson, 1967); the Walker Problem Behavior Identification Checklist (Walker, 1970); the Ottawa School Behavior Check List (Pimm & McClure, 1969); and the Devereux Child Behavior (DCB) Rating Scale (Spivack & Spotts, 1966). Only 12 behaviors were found to be included across the four instruments, 15 behaviors to occur across three of the instruments, and an additional 11 behaviors common to two of the instruments, totaling 38 behaviors which might identify a student as emotionally handicapped. It appears that a student is emotionally handicapped according to which instrument is used to identify deviant behaviors. Appendix I displays a matrix of the commonality of these behavior rating scales.

Controversial Issues

With the categorical designation of emotionally disturbed or emotionally handicapped, as termed by a majority of the states, the abundance of ethical and legal controversies is no surprise. This category is particularly ripe for controversies of ethical and legal natures (Ramsey & Ramsey, 1980). With no nationally accepted definition or set of criteria upon which to verify placement in this category, who is qualified to say that a student is emotionally disturbed? This term connotes a pathological disorder which lends little to treatment. The labeling of a child or adolescent has been found stigmatizing, especially in the category of emotional disorder (Foster, Ysseldyke & Reese, 1975; McCarthy & Paraskevopoulos, 1969; Vacc, 1968).

Many special education directors depend upon the medical diagnoses of clinical psychologists or psychiatrists. This places a medical diagnosis on an educational category, with few sources available to produce support services. Most of the counties in Florida, 41 of the total 67, are defined as a Non-Standard Metropolitan Statistical Area (NONSMSA), as described in Appendix B. Few resources are available for the severely disturbed in these areas, which comprise the majority of school districts in Florida (Florida Directory, 1980). There is a difference in the identification of emotionally disturbed in the medical realm, and in the educational arena. To depend solely upon medical diagnoses is to regress several decades of growth in the provision of specialized services in special education, and to place a student where few services may be available to meet the individual's specific needs. Prognosis has limited usefulness as an educational approach (Reynolds & Balow, 1971). Most teachers certified in emotionally disturbed education have been taught techniques of behavior modification and affective methods; however, additional services, both in-school and out, are required in the remediation of the severely disturbed (Ramsey, 1977).

Relationships between "Disturbance" and "Disturbing"

It was hypothesized there would be no relationship between school personnel rating scores for the behavioral clusters when characteristics were presented in the categories "disturbance" and "disturbing." No correlations above .50 were computed for aberrant behavioral clusters. This confirms the assumptions that school personnel perceive certain

behavioral characteristics to be indicative of emotional disturbance, and school personnel perceive certain behavioral characteristics to be disturbing in working with children and youth. No relationship was determined between the conditions of "disturbance" and "disturbing" by responding participants. Implications for this finding are that educators do not consider characteristics of emotionally disturbed students disturbing to them, or that the disturbing behaviors of students are a problem indigenous to the individual perpetrating these behaviors, and do not emanate from an emotional condition of the individual. The latter infers the problem to be child centered.

Differentiations in Identification, Placement, and Treatment

Differences, both of statistical significance and of concern, perceived by various types of school personnel, lend to problems in the decision making process for identification, placement, and treatment. Teachers produced relatively higher overall rating scores for individual behavioral items than administrators or counselors. Teachers are closer in proximity to the behaviors being emitted, as they are positioned in the classroom with the students. These behaviors are further removed from administrators and counselors, even though many are former teachers. Perhaps the impact of dealing with and coping with these deviant behaviors on a daily basis has diminished. An alternative implication is that the main function of the teacher is to instruct, and that teachers therefore ought to be the most concerned with behaviors that interfere with their role performance.

Groundwork was laid by Siders (1979) for differentiation in identification, placement, and treatment of students with special needs. In-service training is appropriate for various types of school personnel, including teachers, administrators, and counselors, in the identification of emotionally disturbed children and adolescents in the educational realm. In addition, in-service training in behavior management techniques will help treatment to occur in the student's least restrictive environment.

Establishment of National Criteria

The lack of uniformity between behavioral criteria in the Federal Regulations, and definitional criteria reported by the 50 states, presents a massive gap in the establishment of national criteria for qualification in the realm of special education serving behavior disorders. The behavioral taxonomy developed by Bower has sufficed thus far in an attempt to establish some degree of unification. However, three behavioral clusters were rated high in their perceived degree of "emotional disturbance" by respondents in this study, including teachers, administrators, and counselors. These behavioral clusters, termed Acting Out, Weak Self-Control, and Socialized Delinquency, are also included in the behavioral characteristics for definitional purposes by some states, and therefore need to be considered for inclusion in the Federal Regulations.

Acting Out, descriptive of aggressive, conduct disordered behaviors, is recognized by authorities in the field of emotionally disturbed education to be a primary descriptor of students in need of special

services. In addition, researchers have found this behavioral cluster to be the foremost behavior prompting teachers to refer students for special services in the category of behavior disorders (Libby, 1975; Quay et al., 1966).

Though listed as seventh in frequency, nine states included this behavioral cluster as a definitional characteristic (Appendix D). Credence is added to the inclusion of aggressive, acting out behaviors as an indicator of emotional disturbance by the rankings of mean scores reported in Table 12, by the commonality of this type of behavior across the behavior rating scales presented in Appendix I, and by the strength of internal consistency as reliability in Table 1.

Weak Self-Control is characterized by hyperactive, distractible behaviors, with these behaviors omitted from definitional qualifications for any category of special services in special education. Though these behaviors are considered indigenous to students served in the category of specific learning disabilities, qualification is determined by academic and processing deficits, with an omission of accompanying behaviors in the Federal Regulations. Therefore, if expectancy scores are not obtained at a specified level, students demonstrating behaviors characteristic of Weak Self-Control are excluded from receiving any type of special services in special education. Researchers have addressed the differential behaviors observed between emotionally disturbed and specific learning disabled children (Barr & McDowell, 1972; Guetzloe, 1975; McCarthy & Paraskevopoulos, 1969; Wagonseller, 1973), but no mention was made of identification, placement, or

treatment of students exhibiting Weak Self-Control behaviors who do not qualify for special services based on academic and processing deficits.

Kauffman (1977) purports hyperactivity, distractibility, and impulsivity to overlap specific learning disabled and emotionally disturbed populations. Kauffman (1977) and Shea (1978) identify hyperactivity and attention problems to be major facets of disordered or disturbed behavior. Though listed as a definitional characteristic by only eight states, participants in this study perceived Weak Self-Control to be an indicator of emotional disturbance. In addition, the behaviors restlessness, distractibility, and impulsivity are shown in Appendix I to find commonality across the majority of the behavior rating scales recommended for use in the identification of emotionally handicapped students. Weak internal consistency as calculated for reliability may bare some limitations to these findings.

Social maladjustment, or Socialized Delinquency, encompasses antisocial behaviors perpetrated by children or adolescents. Federal Regulations have exempted social maladjustment from the criteria for emotionally disturbed education unless accompanied by one or more of the behavioral criteria adopted by the regulations. Interestingly, the delinquent behaviors of stealing, destruction of property, profane language, and truancy are found in common across rating scales recommended for use in the identification of emotionally handicapped students by the Florida State Bureau of Exceptional Education (Appendix I).

Though included as a definitional characteristic by only one state, participants in the study perceived this behavioral cluster to be a distinct, separate entity indicative of emotional disturbance, as shown by the degree of rating scores for "disturbance." This finding is enhanced by the strong internal consistency computed for reliability for this behavioral cluster.

Kirk (1962) found differentiation between social maladjustment, emotional disturbance, and delinquency, a subcategory of socially maladjusted, to be difficult because the dynamics of behavior in all three may be similar. Behaviors considered most detrimental to future adjustment were associated with violations of the school community's social and moral code (Sparks, 1952). Kauffman (1977) and Shea (1978) report deficiencies in moral development and chronic disobedience to be types of behaviors inherent to emotional disturbance. Investigators have differentiated disturbance characteristics of delinquents from those of normal youth (Jenkins & Glickman, 1946; Peterson, 1961; Peterson et al., 1959; Quay, 1964; Quay & Quay, 1965).

Recommendations

This study was performed to determine whether relationships exist in perceptions of school personnel toward behavioral characteristics of "emotional disturbance" and behavioral characteristics "disturbing" in working with children and youth. Secondarily, the study compared the relative perceptions of teachers, administrators, and counselors toward these two conditions.

Parameters of "emotional disturbance" were obtained in three ways. First, definitional characteristics used by the 50 state

departments of education to identify students in need of emotionally disturbed or emotionally handicapped services in special education were assembled. The definitional characteristics used by the 50 states formed the substantive base of items rated by the respondents in this study. Second, instruments in the form of behavior rating scales and behavior checklists typically employed in the identification of emotionally disturbed children and youth in the educational realm were analyzed for content. Third, theoretical postulates were assembled from authorities in the field of emotional disturbance, the latter stated in college texts used to prepare teachers of emotionally disturbed children.

Numerous educators and clinicians recognize the investigation by Wickman to be the first major study which attempted to identify specific behaviors found bothersome or disturbing in working with children and youth. Since the mid 1920's, a series of replications and modifications, 33 to date, have attempted to identify behavioral characteristics determined by school personnel to be "disturbing" in working with children and youth.

This study purports to have replicated the idea emanating from the Wickman study. It was designed to explore relationships between "disturbedness" and "disturbingness" as perceived by various types of school personnel. The investigator of the study succeeded in determining that certain behaviors are both indicative of "disturbance" and "disturbing" to educators, but cannot statistically corroborate that the 50 state definitional taxonomies comprise an irrefutable

definition. From the findings of this study, the following recommendations are presented:

1. Replications of this study might be performed in other school districts, so that a comparison of results can be made.
2. Comparisons of perceptions might be made between different types of school personnel and community support service professionals.
3. There is a great need for uniformity in the definitional criteria, on a national basis, in the special education category of emotionally disturbed.
4. The adoption of a less medically oriented and less stigmatizing term for the category of emotional disorder in the educational realm is necessary. This investigator recommends the adoption of the term "behavior disorders" and codification by the Bureau of Education for the Handicapped.
5. In-service training for various types of school personnel in the identification of emotionally handicapped students is essential.
6. Research needs to be conducted to answer questions pertinent to the referral, placement, and treatment paradigm operating in most school districts:
 - a. Are children and youth in need of emotionally handicapped services being correctly identified?
 - b. Are types of school personnel using the same definitional criteria for identification of emotionally handicapped students?

- c. Are more consistent rating devices needed for identification of emotionally disturbed children?
- d. Do state department of education officials need to become better informed about the content of instruments being used in their states to identify emotionally handicapped students?
- e. Does teacher tolerance play a significant part in the identification of emotional disturbance?
- f. Are there biasing effects in the identification of children who are seen to be in need of emotionally handicapped services?
- g. Are different types of school personnel recognizing the same types of disturbingness within the classroom?
- h. Are children in need of emotionally handicapped services receiving appropriate treatment in their least restrictive environment?
- i. Is in-service training being provided for various types of school personnel in behavior management techniques?

7. Consideration needs to be given to the addition of three new behavioral criteria to the Regulations of the Bureau of Education for the Handicapped. These are Acting Out, Weak Self-Control, and Socialized Delinquency.

- a. Acting Out: Is aggressive to the extent that detrimental effects are foreseen to occur to self or to others.
- b. Weak Self-Control: Is continuously displaying hyperactive, distractible behaviors which interfere with the learning process.
- c. Socialized Delinquency: Engages in consistent antisocial, destructive behaviors indicative of inappropriate socialization, but not in the context of cultural bias.

8. Consideration needs to be given to the modification of one behavioral criteria which would define more clearly the behavioral cluster to which it relates.

Emotionally Withdrawn: Displays a pervasive mood of unhappiness or depression; avoids social contact.

APPENDIX A

COMPILATION AND REFERENCE SOURCES OF BEHAVIORAL ITEMS

Behavioral Items	State Depts. of Education (1980-81)	Wickman (1928)	Walker & Rankin (unpublished)	Epstein (1941)
1. Is unable to build or to maintain satisfactory interpersonal relationships.	X			
2. Shows inappropriate types of behaviors, feelings, and/or responses under normal circumstances.	X			
3. Lacks self-control; indicates poor impulse control.	X			
4. Is acutely shy or withdrawn; avoids social contact.	X	X	X	
5. Displays a pervasive mood of unhappiness or depression.	X	X		
6. Is polite, respectful of others.				X
7. Complains of physical illnesses or impairments.	X			
8. Seems unable to learn commensurate with intellectual, sensory, or physical development.	X			

Appendix A--Continued

Behavioral Items	State Depts. of Education (1980-81)	Wickman (1928)	Walker & Rankin (unpublished)	Epstein (1941)
9. Takes his/her turn.			X	
10. Has impulsive, compulsive behaviors (excessive movement); appears unable to perceive consequences.	X			
11. Displays restless, hyperactive behaviors, is constantly moving.	X	X		
12. Talks incessantly, out of turn.	X	X	X	
13. Exhibits a poor self-concept.	X			
14. Reacts negatively to instructions or commands; refuses to correct mistakes, complete work.	X		X	
15. Lacks effective communication skills, has speech problems	X			
16. Is truthful, honest with others.			X	X
17. Engages in behavior considered dangerous to himself/herself and/or to others.	X			
18. Starts but does not complete tasks.	X		X	
19. Engages in bizarre behaviors and/or speech.	X			
20. Shares materials with others in a work situation.			X	

Appendix A--Continued

Behavioral Items	State Depts. of Education (1980-81)	Wickman (1928)	Walker & Rankin (unpublished)	Epstein (1941)
21. Has difficulty listening and/or paying attention; is easily distracted.	X	X	X	
22. Appears restless; displays a short attention span.	X			
23. Is truant, tardy, or absent excessively.	X	X	X	
24. Manipulates other persons and/or situations to get his/her own way.	X		X	
25. Exhibits severe acting out behavior; is physically aggressive toward others.	X	X	X	
26. Seeks teacher attention at appropriate times.			X	
27. Demonstrates poor academic achievement, non-commensurate with ability.	X		X	
28. Shows extreme interest in the morbid.	X			
29. Demands excessive attention; engages in silly, attention seeking behavior.	X	X	X	
30. Resists, defies authority or structure, challenges teacher imposed limitations; acts defiant.	X	X	X	
31. Appears frustrated by tasks or school routine.	X			
32. Fantacizes or exaggerates occurrences.	X	X		

Appendix A--Continued

Behavioral Items	State Depts. of Education (1980-81)	Wickman (1928)	Walker & Rankin (unpublished)	Epstein (1941)
33. Demonstrates self-reliance, independence.				X
34. Daydreams to a significant degree.	X	X		
35. Is unresponsive to others; ignores social initiations by peers.	X		X	
36. Disrupts the classroom; creates a disturbance during class activities.	X	X	X	
37. Appears happy and cheerful; seems good natured.				X
38. Has frequent temper tantrums.	X	X	X	
39. Is destructive of personal property; damages property of others.	X	X	X	
40. Expresses feelings of inferiority; debases personal feats.	X			
41. Displays nervous, anxious, stress laden mannerisms.	X	X		
42. Maintains an aloofness from others.	X			
43. Displays a disinterest in the environment; appears to be unmotivated, lethargic.	X	X	X	
44. Engages in repetitive, stereotyped motor behaviors.	X		X	

Appendix A--Continued

Behavioral Items	State Depts. of Education (1980-81)	Wickman (1928)	Walker & Rankin (unpublished)	Epstein (1941)
45. Has a slovenly appearance.	X	X		
46. Is deficient in self-help skills; demands excessive individual attention and/or assistance.	X		X	
47. Produces work of acceptable quality given his/her skill level.			X	
48. Acts in a self-derogatory manner; is physically and/or verbally abusive toward self.	X		X	
49. Uses free time appropriately.			X	
50. Has inappropriate vocalizations, unusual language context; babbles.	X		X	
51. Acts in a childish, immature manner; whines, sulks, pouts.	X	X	X	
52. Cooperates with peers in group activities or situations.			X	
53. Self-stimulates; masturbates.	X	X	X	
54. Demonstrates angry, temperamental, irritable behaviors.	X		X	
55. Follows established classroom rules.			X	
56. Procrastinates; delays beginning tasks or activities.	X		X	

Appendix A--Continued

Behavioral Items	State Depts. of Education (1980-81)	Wickman (1928)	Walker & Rankin (unpublished)	Epstein (1941)
57. Displays high levels of dependence; lacks self-confidence.	X		X	
58. Attempts to answer a question when called on by the teacher.			X	
59. Is unreliable or irresponsible when asked to perform.	X	X		
60. Acts easily frightened, fearful, intimidated by events or other persons.	X	X		
61. Is overly sensitive, over-reacts; is easily discouraged.	X	X		
62. Ignores the distractions or interruptions of other students during academic activities.			X	
63. Is suspicious of others; acts paranoid.	X	X		
64. Lies; distorts the truth.	X	X	X	
65. Steals, takes property belonging to others.	X	X	X	
66. Uses profane, obscene language, gestures.		X	X	
67. Follows the group; is suggestible, easily led into trouble.		X		
68. Resolves peer conflicts or problems adequately on his/her own.		X		

Appendix A--Continued

Behavioral Items	State Depts. of Education (1980-81)	Wickman (1928)	Walker & Rankin (unpublished)	Epstein (1941)
69. Makes irrelevant remarks and/or asks irrelevant questions.			X	
70. Cheats, copies work of others.		X	X	
71. Forces the submission of peers by being dominant, bossy, and/or overbearing.		X	X	
72. Compliments peers regarding some attribute or behavior.			X	
73. Is overly affectionate toward peers and/or adults.			X	
74. Interrupts the teacher when engaged in a presentation or activity.			X	
75. Is verbally aggressive toward others.			X	
76. Argues; must have the final word in verbal exchanges.		X	X	
77. Engages in inappropriate sexual behavior.		X	X	
78. Has a close friend(s); initiates conversation.			X	X
79. Does not follow rules; is willfully disobedient.		X	X	
80. Uses property of others without asking permission.			X	

APPENDIX B

PERTINENT FACTS RELATING TO PUTNAM COUNTY, FLORIDA

The school system in which data were collected is Putnam County, one of Florida's 67 school districts. It is located in the northeast quadrant of the state, and situated on the St. Johns River, providing access to the Atlantic Ocean and the Intracoastal Waterway. The county seat is Palatka, the name derived from the Seminole Indian word "Pilatka" meaning "crossing over" or "cow's crossing."

Renowned as the "Bass Capital of the World" (Putnam County, 1980), the county derives fame and income from fishing. This highly visible process creates both a commercial fish industry and a thriving tourist industry, as well as a unifying cultural force. Many species of fish, in addition to blue crabs and shrimp, are accessible in the St. Johns River. A delightful network of 1,500 lakes abounds with game fish and encourages decentralized settlement (Putnam County, 1980).

The economy is based primarily on manufacturing and agriculture. Existing industries employing a large proportion of the area residents include Seminole Electric Co-operative, Florida Power and Light Company, Florida Furniture Industries, Sheffield Steel Products, E. P. K. Clay Diversified Industries, Florida Rock Industries, Putnam

Shipbuilding, and Growers Container Cooperative. Producers of wood pulp and paper products are Georgia-Pacific Corporation, Palatka Diversified Industries, Central States Diversified Industries, L & W Wood Products, D. S. I. Forms, and State Paper Tube. Besides fishing, agriculture enterprises include horse and cattle raising, dairy farming, poultry and egg production, commercial nursery crop raising, citrus groves production, and truck farming.

Three industrial sites are located in the Palatka area. The Putnam County Port Authority maintains a 96 acre industrial park with approximately 35 acres of undeveloped property remaining in the Barge Port complex. The park has its own water system, with a network of rail, air, water, and highway transportation. The city of Palatka owns the property on which the airport is located and has established a 75 acre portion for a second industrial development. The third industrial site is privately owned. This 75 acre location is currently being developed on a lease or purchase basis.

Transportation is accommodated by highway U.S. 17 and State Roads 19, 20, 100, and 207, with a close access to Interstate 95. Freight and passenger services are provided through Seaboard Coast Line Railroad, main line; Southern Railway, southern terminus; Florida East Coast Railway, branch line; and the Amtrak. At least 11 commercial truck lines transport freight, and the St. Johns River Barge Port handles commodities by way of the St. Johns River and the Intracoastal Waterways System. The Greyhound Lines provide commercial surface transport of passengers and light cargo. Charter Airline service is available at Palatka's Kay Larkin Airport, with scheduled air carrier

service just 40 miles west in Gainesville, and 55 miles northeast in Jacksonville.

Churches are representative of all major denominations, with the heaviest membership in the traditionally southern Baptist and Methodist denominations. Cultural attractions include community concerts, art shows sponsored by the Palatka Art League, the Annual Azalea Festival, and special musical and theater programs presented by the Florida School of the Arts. The latter is an adjunct to the St. Johns River Community College, located in Palatka and listed as one of the 28 community colleges throughout Florida. A local historical society maintains monuments and sites, rehabilitates period buildings, and sponsors library holdings.

Supervised recreational programs are sponsored in Palatka, Crescent City, and in rural areas. County lakes and rivers are utilized for water sports, and numerous parks provide for camping. Both restricted nature preserves and posted hunting grounds flourish in the sparsely inhabited lands of the county.

Latest population estimates state Putnam County to contain a reported population for April 1, 1979, of 45,693 (Thompson, 1980), with the city of Palatka containing 9,308 and about 16,000 more in the unincorporated adjacent zones (Thompson, 1980). Other municipalities include Interlachen, Pomona Park, Welaka, Crescent City, and Melrose (unincorporated); however, 32,739 (72 percent) of the populus live in the unincorporated sectors of the county. The medium population projection for Putnam County in 1985 is 49,900, with a 25.4 percent increase in county population occurring between 1970 and 1979.

Other statistics relating to the educational populus were secured by this investigator. Of the total population of 45,693 reported for April 1, 1979, 10,244 (22 percent) were from black or minority races (Population Studies, Bulletin No. 52, 1980). Of 16,900 households, the average household size was 2.7, with 58.7 persons reported per square mile (Population Studies, Bulletin No. 51, 1980). Putnam County ranked thirty-third in population density in the state (Florida Estimates, 1979). Dwelling and church patterns follow racial lines, and income patterns within racial boundaries. Commercial and governmental entities show obvious integration of the races in many functional forms.

A total of 16 schools comprise the Putnam County District School System. A total of 9,734 students were reported in the Fall of 1979, with 70.15 percent white, 29.34 percent black, and 0.53 percent racial minorities (MIS Statistical Brief, 1979-1980). Socioeconomic reports revealed personal income in 1978 to average \$5,036.00 in Putnam County, below the Florida average of \$7,578. A socioeconomic ranking of fiftieth in the state was reported (U.S. Department of Commerce, unpublished). In a compilation of the state assessment test given students at stated grade levels in Florida, the current Superintendent of Public Instruction showed scores for school year 1979-1980 in reading, writing, and math to exceed average state scores by several points in grade 8; however, local district scores were depressed by one to nine points in comparison with state averages in grades 3, 5, and 11.

In general, Putnam County is found to be representative of the non-metropolitan counties in the state of Florida (Thompson, 1980). Of the total 67 counties, 26 counties are defined as a Standard Metropolitan Statistical Area (SMSA) and 41 as NONSMSA. A SMSA county is one which contains at least one city, of 50,000 inhabitants or more, or twin cities with a combined population of at least 50,000; or with 25,000 inhabitants which together with contiguous places, socially and culturally integrated with the central city, having a population density of at least 1,000 persons per square mile and a combined population of 50,000 or more, and the county population in which the cities are located comprising a total population of 75,000. These counties, in the minority, reflect a metropolitan statistical area. A NONSMSA county is one which does not meet the aforementioned criteria, and includes Putnam County, along with a majority of the counties in Florida.

APPENDIX C

STATE DEPARTMENTS OF EDUCATION REFERENCE SOURCES

States	Reference Sources
Alabama	Special education regulations. Montgomery: State of Alabama Department of Education, 1980.
Alaska	Special education handbook. Juneau: State of Alaska Department of Education, 1978.
Arizona	Arizona revised statutes: Title 15. Phoenix: Arizona Department of Education, 1980.
Arkansas	<u>Program standards and eligibility criteria for special education.</u> Little Rock: Arkansas Department of Education, Division of Instructional Services, Special Education Section, 1978.
California	<u>Master plan for special education.</u> Sacramento, CA: State Board of Education, 1978.
Colorado	<u>Guideline handbook for educational and related services for SIEBD: Guidelines for designing and implementing educational and related services for students with significant identifiable emotional or behavioral disorders (SIEBD).</u> Denver: Colorado Department of Education, 1980.
Connecticut	Douville, D. <u>Guidelines for the socially-emotionally maladjusted.</u> Hartford: Connecticut State Department of Education, in press.
Delaware	Special education regulations. Dover, DE: Department of Public Instruction, 1979.
Florida	<u>A resource manual for the development and evaluation of special programs for exceptional students (Vol. II-E): Emotionally handicapped.</u> Tallahassee: Florida Department of Education, Bureau of Education for Exceptional Students, 1979.

States	Reference Sources
Georgia	<u>Behavior disorders: Resource manuals for program for exceptional children</u> (Vol. 3). Atlanta: Office of Instructional Services Division of Special Programs, Program for Exceptional Children, Georgia Department of Education, 1980.
Hawaii	<u>Programs and services for the seriously emotionally disturbed</u> . Honolulu: Office of Instructional Services/Special Needs Branch, 1977.
Idaho	<u>Administrative rules and regulations for special education</u> . Boise: Idaho State Department of Education, 1979.
Illinois	<u>Rules and regulations to govern the administration and operation of special education</u> . Springfield: State Board of Education, 1979.
Indiana	<u>Rules, regulations, and policies adopted and promulgated by the commission on general education of the Indiana State Board of Education State of Indiana: Rule S-1</u> . Indianapolis: Commission on General Education of the Indiana State Board of Education, 1978.
Iowa	<u>The identification of emotionally disabled pupils: Data and decision making</u> (microfilm). Des Moines: State of Iowa Department of Public Instruction, Special Education, 1979.
Kansas	<u>Special education: State plan for fiscal year 1981</u> . Topeka: Kansas State Department of Education, 1981.
Kentucky	<u>Kentucky administrative regulations: Related to exceptional children</u> . Lexington: Bureau of Education for Exceptional Children, Kentucky Department of Education, 1978.
Louisiana	<u>Pupil appraisal handbook: Bulletin 1508</u> . Baton Rouge: Department of Education, 1978.
Maine	<u>Special education regulations</u> (3rd ed.). Augusta: State of Maine, Department of Educational and Cultural Services, Division of Special Education, 1978. (Originally <u>Administrative handbook</u> , 1973.)
Maryland	<u>Cooperative planning for the handicapped: Resource manual</u> . Annapolis: Maryland State Department of Education, 1980.

States	Reference Sources
Massachusetts	<u>Regulations 766: Massachusetts Department of Education.</u> Boston: Board of Education, Division of Special Education, 1978.
Michigan	<u>Michigan special education rules.</u> Lansing: Michigan State Board of Education, 1980.
Minnesota	Elliott, C. Minnesota regulations. St. Paul: Bureau of Exceptional Student Education, 1980. (correspondence)
Mississippi	Special education regulations. Jackson, MS: Special Education Section, Division of Instruction, State Department of Education, 1980.
Missouri	<u>Missouri statutes.</u> Jefferson City: State of Missouri Department of Elementary and Secondary Education, 1980.
Montana	Special education regulations. Helena, MT: Office of Public Instruction, 1981.
Nebraska	<u>Development of reimbursable local special education programs for handicapped children: NDE Rule 51.</u> Lincoln: Nebraska Department of Education, 1978.
Nevada	<u>Standards for administration of special education programs.</u> Carson City: Division of Special Education, Nevada Department of Education, 1979.
New Hampshire	<u>Annual program plan amendment: Part B of the Education of the Handicapped Act as amended by Public Law 94-142.</u> Concord: New Hampshire State Department of Education, Vocational Rehabilitation Division, Special Education Section, 1979.
New Jersey	<u>New Jersey administrative code: Title 6, education.</u> Trenton, NJ: State Board of Education, 1978.
New Mexico	Student identification, evaluation, and program selection. Special education regulations. Santa Fe: State of New Mexico Department of Education, 1981.
New York	<u>Regulations of the commissioner of education subchapter P: Part 200 - handicapped children.</u> Albany: The State Education Department, Office for Education of Children with Handicapping Conditions, 1980.

States	Reference Sources
North Carolina	<u>Emotionally handicapped pupils: Developing appropriate educational programs.</u> Raleigh, NC: Division for Exceptional Children/State Department of Public Instruction, 1977.
North Dakota	<u>Guide I - laws, policies, and regulations for special education for exceptional students.</u> Bismark, ND: Department of Public Instruction, 1977.
Ohio	<u>Guidelines regarding the eligibility, evaluation, and placement of severe behavioral handicapped children.</u> Columbus: State of Ohio Department of Education, 1980.
Oklahoma	<u>Policies and procedures manual for special education in Oklahoma.</u> Oklahoma City: State Department of Education, 1980.
Oregon	<u>Adopted Oregon rules for special education.</u> Eugene: State Department of Education, 1980.
Pennsylvania	<u>Standards for special education.</u> Harrisburg: Commonwealth of Pennsylvania Department of Education, 1980.
Rhode Island	<u>Education for handicapped children: Regulations for Rhode Island Board of Regents for Education.</u> Providence: State of Rhode Island, 1980.
South Carolina	Mohr, L. Office of programs for the handicapped. Columbia: State of South Carolina Department of Education. (correspondence)
South Dakota	<u>Publications catalog information.</u> Pierre: South Dakota Department of Education and Cultural Affairs, 1980.
Tennessee	<u>Rules, regulations, and minimum standards 1979-1980.</u> Nashville: Tennessee State Board of Education, 1980.
Texas	<u>Policies and administrative procedures for the education of handicapped students.</u> Austin: Texas Education Agency, 1980.
Utah	Special education regulations. Salt Lake City: Utah State Office of Education, 1980.
Vermont	<u>Vermont annual program plan: Appendix D - eligibility standards for special education.</u> Montpelier: Vermont State Department of Education, Division of Special Educational and Pupil Personnel Services, 1979.

States	Reference Sources
Virginia	Special education regulations. Richmond, VA: State Department of Education, in press. (Telephone conversation)
Washington	<u>Rules and regulations for programs providing services to children with handicapping conditions</u> (Chapter 392-173 WAC). Olympia: State of Washington, 1980.
West Virginia	<u>Standards for the education of exceptional children.</u> Charleston: Bureau of Learning Systems, West Virginia Department of Education, 1980.
Wisconsin	<u>Rules implementing subchapter IV of chapter 115, Wisconsin statutes.</u> Madison: Wisconsin Department of Public Instruction, 1978.
Wyoming	<u>Wyoming regulations.</u> Cheyenne: State of Wyoming Department of Education, 1981.

APPENDIX D

DEFINITIONAL CHARACTERISTICS OF EMOTIONAL
DISTURBANCE BY STATE DEPARTMENTS OF EDUCATION

Definitional Characteristics

States	Unsatisfactory interpersonal relationships	Unhappiness depression	Physical illnesses	Unable to learn common-surate with ability	Inappropriate behaviors under normal circumstances	Withdrawal; avoids participation with others	Aggressive, physically & verbally acting out	Lacks communication skills, speech problems
Alabama	X	X	X	X	X			X
Alaska	X	X	X		X			
Arizona								
Arkansas		X	X	X	X			X
California								
Colorado	X	X	X	X	X			
Connecticut	X	X	X	X	X			X
Delaware		X				X	X	X
Florida	X	X	X	X	X	X	X	X
Georgia	X	X	X	X	X			
Hawaii						X	X	
Idaho								
Illinois								
Indiana	X	X	X	X	X			
Iowa	X			X	X			
Kansas	X	X	X					
Kentucky	X	X	X	X	X			
Louisiana	X	X	X	X	X			
Maine								
Maryland	X	X	X	X	X			
Massachusetts								
Michigan	X	X	X		X			
Minnesota	X	X	X	X	X			
Mississippi	X	X	X	X	X			
Missouri	X	X	X	X				
Montana	X		X	X	X	X	X	
Nebraska	X			X				
Nevada	X	X	X	X	X	X	X	
New Hampshire								
New Jersey	X	X	X	X	X			
New Mexico	X	X	X	X	X			X
New York								
North Carolina	X	X	X	X	X	X	X	X
North Dakota						X	X	
Ohio	X	X	X	X	X			
Oklahoma								
Oregon	X	X	X	X	X			
Pennsylvania	X	X	X	X	X			
Rhode Island	X	X	X	X	X			
South Carolina								
South Dakota								
Tennessee	X	X	X	X	X			
Texas	X	X	X	X	X			
Utah	X							
Vermont								
Virginia								
Washington	X	X	X	X	X			
West Virginia	X	X	X	X	X	X	X	
Wisconsin	X	X	X	X	X	X	X	X
Wyoming	X	X	X	X	X			

Definitional Characteristics

States	No criteria stated	Lacks self-control, poor impulse control, disregards consequences	Nervous, anxious, stress laden mannerisms	Hyperactivity, restlessness	Compulsive, excessive movement	Short attention span
Alabama		X				
Alaska		X				
Arizona	X					
Arkansas		X	X		X	X
California	X					
Colorado			X			
Connecticut			X			
Delaware		X			X	
Florida			X	X	X	X
Georgia						
Hawaii		X	X	X		X
Idaho	X					
Illinois	X					
Indiana						
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine	X					
Maryland						
Massachusetts						
Michigan						
Minnesota						
Mississippi						
Missouri						
Montana						
Nebraska						
Nevada						
New Hampshire	X					
New Jersey						
New Mexico						
New York						
North Carolina				X	X	X
North Dakota						
Ohio						
Oklahoma	X					
Oregon		X		X		
Pennsylvania						
Rhode Island						
South Carolina						
South Dakota						
Tennessee						
Texas						
Utah						
Vermont						
Virginia						
Washington						
West Virginia						
Wisconsin						
Wyoming						

Definitional Characteristics

States	Irritable, hostile, angry	Disruptive	Inattentive; listening difficulties; distractible	Self-deroga- tory; self- abusive	Resistant	Inappropriate vocalizations, language content	Repetitive, ritualistic, stereotyped behavior
Alabama							
Alaska							
Arizona							
Arkansas							X
California							
Colorado							
Connecticut	X			X	X	X	X
Delaware		X		X			
Florida	X		X	X	X	X	X
Georgia							
Hawaii	X	X	X		X		
Idaho							
Illinois							
Indiana							
Iowa							
Kansas							
Kentucky							
Louisiana							
Maine							
Maryland							
Massachusetts							
Michigan							
Minnesota							
Mississippi							
Missouri							
Montana			X				
Nebraska							
Nevada		X					
New Hampshire							
New Jersey							
New Mexico						X	
New York							
North Carolina	X		X	X	X	X	X
North Dakota							
Ohio							
Oklahoma							
Oregon							
Pennsylvania							
Rhode Island		X					
South Carolina							
South Dakota							
Tennessee							
Texas							
Utah							
Vermont							
Virginia							
Washington							
West Virginia							
Wisconsin							
Wyoming							

Definitional Characteristics

States	Has services, but no materials available for distribution	Immature behaviors	Nonresponsive, unresponsive to others	Dependent; lacks self- help skills	Noncate- gorical	Shy, intro- verted, aloof	Truant, runs away	Defiant
Alabama						X		
Alaska								
Arizona								
Arkansas								
California								
Colorado								
Connecticut		X	X	X				
Delaware							X	
Florida		X	X	X				
Georgia								
Hawaii			X			X		X
Idaho	X							
Illinois								
Indiana								
Iowa								
Kansas								
Kentucky								
Louisiana								
Maine								
Maryland								
Massachusetts					X			
Michigan								
Minnesota								
Mississippi								
Missouri								
Montana								
Nebraska								
Nevada		X						
New Hampshire								
New Jersey								
New Mexico								
New York								
North Carolina				X				
North Dakota								
Ohio								
Oklahoma								
Oregon								
Pennsylvania								
Rhode Island								
South Carolina	X							
South Dakota					X			
Tennessee								
Texas								
Utah								
Vermont					X			
Virginia	X							
Washington								
West Virginia							X	X
Wisconsin								
Wyoming								

Definitional Characteristics

States	Fantacizes, daydreams	Poor self- confidence, feelings of inferiority	Incomplete tasks	Unmotivated, acts lethargic	Inappropriate conduct behavior	Overly sensitive, over-reacts	Self- stimulation
Alabama		X					
Alaska							
Arizona							
Arkansas	X			X			
California							
Colorado							
Connecticut					X		X
Delaware							
Florida			X		X		X
Georgia						X	
Hawaii	X	X		X			
Idaho							
Illinois							
Indiana							
Iowa							
Kansas							
Kentucky							
Louisiana							
Maine							
Maryland							
Massachusetts							
Michigan							
Minnesota							
Mississippi							
Missouri							
Montana							
Nebraska							
Nevada							
New Hampshire							
New Jersey							
New Mexico							
New York							
North Carolina			X			X	
North Dakota							
Ohio							
Oklahoma							
Oregon							
Pennsylvania							
Rhode Island							
South Carolina							
South Dakota							
Tennessee							
Texas							
Utah							
Vermont							
Virginia							
Washington							
West Virginia							
Wisconsin							
Wyoming							

Definitional Characteristics

States	Is unrealistic unable to cope	Fears, suspicious	Talks incessantly	Poor self- concept	Disinterest in environ- ment; irres- ponsible	Dangerous behavior	Bizarre behaviors, verbal
Alabama							
Alaska		X					
Arizona							
Arkansas		X	X	X			
California							
Colorado							
Connecticut							
Delaware	X						
Florida							
Georgia							
Hawaii					X		
Idaho							
Illinois							
Indiana							
Iowa							
Kansas							
Kentucky							
Louisiana							
Maine							
Maryland							
Massachusetts							
Michigan							
Minnesota							
Mississippi							
Missouri							
Montana							
Nebraska							
Nevada	X						
New Hampshire							
New Jersey							X
New Mexico							
New York							
North Carolina							
North Dakota							
Ohio							
Oklahoma							
Oregon							
Pennsylvania							
Rhode Island							
South Carolina							
South Dakota							
Tennessee							
Texas							
Utah							
Vermont							
Virginia							
Washington							
West Virginia						X	
Wisconsin							
Wyoming							

Definitional Characteristics

States	Destructive	Excessive attention seeking	Frustrated by tasks	Extreme interest in the morbid	Manipulative	Negative reactions	Slovenly Appearance	Delinquent behavior; lying, steal- ing, fighting
Alabama								X
Alaska								
Arizona								
Arkansas				X		X	X	
California								
Colorado								
Connecticut								
Delaware					X			
Florida								
Georgia								
Hawaii	X	X	X					
Idaho								
Illinois								
Indiana								
Iowa								
Kansas								
Kentucky								
Louisiana								
Maine								
Maryland								
Massachusetts								
Michigan								
Minnesota								
Mississippi								
Missouri								
Montana								
Nebraska								
Nevada								
New Hampshire								
New Jersey								
New Mexico								
New York								
North Carolina								
North Dakota								
Ohio								
Oklahoma								
Oregon								
Pennsylvania								
Rhode Island								
South Carolina								
South Dakota								
Tennessee								
Texas								
Utah								
Vermont								
Virginia								
Washington								
West Virginia								
Wisconsin								
Wyoming								

APPENDIX E

REPLICATIONS AND MODIFICATIONS OF THE WICKMAN STUDY

Study	Measure	Subjects	Setting	Results
Haggerty (1925)	Wickman Schedule C-1	29 Teachers: 28 elementary, 1 special education	Minneapolis, Minnesota	Teachers' judgments of mal- adjusted behavior often based on one occurrence rather than upon its reoccurrence.
Wickman (1928)	Wickman Schedules B-4 & B-5	511 Teachers 30 Mental Hygienists	New Jersey, New York, Ohio, and Minnesota Ohio, Pennsylvania, and New Jersey	Teachers identified antisocial, acting out, aggressive behav- iors affecting performance in the classroom. Mental hygienists concerned with recessive, withdrawn behaviors.
McClure (1929)	Questionnaire survey	Teachers of grades 1-8	Toledo, Ohio	Problem child defined as deviat- ing from the normal child to the extent that needs are not adequately met in regular class- room.

Appendix E--Continued

Study	Measure	Subjects	Setting	Results
Stogdill (1931)	Modified Wickman Rating Scale	137 Parents 116 Mental Hygienists	Ohio	Parents concerned with overt behaviors disrupting the household routine. Mental hygienists regarded introverted, withdrawn, unsocial behavior as more serious.
Dickson (1932)	Wickman Rating Scale	24 Psychologists	Berkley, California	Mental hygienists related physical conditions such as endocrine disturbances, toxic conditions, or malnutrition as accompanying deviant behavior. Implications made for mental health education in teacher training so that abnormal personality traits might be recognized.
Yourman (1932)	Wickman Rating Scale	Teacher, elementary, reported behaviors of 200 children	New York City	Teachers identified aggressive, disturbing behaviors which interfered with performance in the classroom.
MacClenathan (1933)	Questionnaire Wickman Rating Scale	Parents (mothers) Teachers	San Diego, California	Results noted differences between mothers' and teachers' evaluations of children's behavior at home and at school and demands for acceptable behavior.

Appendix E--Continued

Study	Measure	Subjects	Setting	Results
Bain (1934)	Wickman Schedule B-3 (five year follow-up study)	Teacher trainees 3 college classes	Teachers College, Columbia Univ.	Teachers found to be in closer agreement with Wickman's mental hygienists. Seriousness of children's behavior dictated by social standards of conduct.
Boynton & McGaw (1934)	Wickman Rating Scale	66 Teachers, elementary, selected 5 children	Nashville, Tennessee	Teachers identified aggressive, disturbing behaviors which interfered with performance in the classroom.
Laycock (1934)	Modified Wickman Rating Scale	167 Teachers, elementary	Saskatoon, Canada	Teachers concerned with aggressive behaviors that interfere with classroom performance; however, regressive behaviors identified as serious. Teachers most concerned with behaviors that interfere with role performance.
Pullias (1934)	Wickman Rating Scale	27 Teachers, Teacher trainees 23 teachers 7 undergraduates	Duke University, Durham, North Carolina	Behavioral solutions classified as ancient, transitional, and modern.

Appendix E--Continued

Study	Measure	Subjects	Setting	Results
O'Malley (1935)	Questionnaire Individual Listings of Irritating Situations. Annoyance Test	119 Teachers, all levels, students	New York, New York University	School and out-of-school conditions reported. A positive relationship between degree of irritability and number of irritations experienced shown. Teachers who were of female gender, in lower grade levels, of lesser education, and from suburban communities revealed highest percentages of irritations. Dealings with administrators found more irritating than interactions with students.
	Bernreuter Personality Inventory	300 Teacher students 157 Teacher students	New York University New York University	
Peck (1935)	175 Case Studies	Teachers, all levels, enrolled in course	University of Texas	Teachers' selections of recessive behaviors resembled Wickman's clinicians.
Ellis & Miller (1936)	Modified Wickman Rating Scale	382 Teachers, secondary level	Denver, Colorado	Teacher's asked questions given Wickman's mental hygienists. Determined that teachers recognized seriousness of withdrawing behavior as well as overt disturbances.

Appendix E--Continued

Study	Measure	Subjects	Setting	Results
Young-Masten (1938)	Questionnaire Conduct Record	334 Teachers, elementary 23 principals, elementary selected 56 children for observation (28 problem children and 28 control group)	New Haven, Connecticut	Teachers identified problem children as interfering with classroom routine and instruc- tion. Types of behavior observed in problem children and with control group did not differ; however, fre- quency of behaviors did differ.
Thompson (1940)	Modified Wickman Rating Scale	2315 Total, including Parents, Teachers, Teacher Trainees, and Children 42 School Psychologists	Indiana	Parents, teachers, teacher trainees, and children evalua- ted behaviors in terms of social consequences. Mental hygienists evaluated behaviors in terms of the developing individual per- sonality. Wide disparity reflected between the two groups.
Epstein (1941)	750 problem students selected (behaviors, desirable and undesirable listed)	Teachers, elementary	Nashville, Tennessee	Teachers concluded the most dis- turbing forms of behavior are those interfering with their teaching role and the instruction of students. However, not all teachers perceive the same students as being problems.

Appendix E--Continued

Study	Measure	Subjects	Setting	Results
Mitchell (1942)	Modified Wickman Rating Scale	395 Teachers grades 5-6 63 Mental Hygienists 34 Psychologists 29 Psychiatrists	Cleveland and Lakewood, Ohio 17 states	Agreement found between the two groups of professionals, given identical questions, in identify- ing both aggressive and withdrawn behaviors as problem behaviors.
Clark (1950)	Questionnaire items found in literature (education, & psychology, & sociology)	73 Teachers, elementary (in college course and in field)	University of Michigan and Flint, Michigan	Teachers annoyed by behaviors affecting classroom routine and peer group activities.
Kaplan (1952)	Individual lists of problem behaviors Compilation of 100 item check- list	150 Teachers, elementary enrolled in course 250 Teachers, elementary enrolled in course	Oregon College of Education	Teachers annoyed by behaviors violating role performance. Implications for the inclusion of mental health in teacher training stated.

Appendix E--Continued

Study	Measure	Subjects	Setting	Results
Sparks (1952)	Wickman Rating Scale	762 Teachers 61 Graduate Students	State University of Iowa	Teachers rated behavior characteristics of troublesomeness and indicators of future maladjustment using two differing sets of instructions. Differing clusters of behaviors resulted, classroom disturbances in the former and violations of social and moral codes in the latter.
Stouffer (1952)	Wickman Rating Scale (forms A,B,C, modified instructions)	481 Teachers, elementary level 70 Mental Hygienists, Psychiatrists, Psychologists, and Psychiatric social workers	Representation from numerous states.	With same and differing directions and conditions provided both professional groups, teachers and mental hygienists demonstrated similarity in attitudes toward seriousness of problem behaviors.

Appendix E--Continued

Study	Measure	Subjects	Setting	Results
Ullman (1952)	Teacher Rating Scale	10 Teachers	University of Vermont	Teachers and mental health clinicians found in closer agreement concerning seriousness of children's behavior problems.
	Selection of 100 children (50 maladjusted, 50 control)	50 Teachers, grades 4-8 22 Mental Hygienists 13 psychiatrists 6 clinical psy- chologists 2 psychiatric social workers 1 mental health nurse	Prince Georges County, Maryland	Agreement also found regarding attributes characteristic of the adjusted personality, but differ concerning attributes characteristic of maladjustment.
	Selection of 810 students, grade 9	23 Teachers, elementary	Prince Georges County, Maryland	
Schrupp & Gjerde (1953)	Questionnaire Wickman Rating Scale	119 Teachers, elementary and secondary levels 37 Clinicians	San Diego and Long Beach, California San Diego, California	With differing directions adminis- tered, results determined the two groups of professionals to be in agreement with results obtained by Wickman.

Appendix E--Continued

Study	Measure	Subjects	Setting	Results
Stouffer (1956)	Wickman Rating Scale	60 Teachers, secondary	Pennsylvania and represen- tation from 7 other states	Teachers concerned with behaviors disturbing classroom routine and educational achievement of students.
Hunter (1957)	Wickman Rating Scale	Teachers	New Orleans, Louisiana	Teachers having received highest levels of training resembled pre- vious mental hygienists' evalua- tions of behavior problems. How- ever, though concerned with re- cessive behaviors as possible mental health problems, they were bothered more by aggressive behaviors.
Stewart (1957)	Questionnaire description of grade 9 problem students	169 Teachers, secondary 94 Guidance Counselors	San Francisco, California	Teachers and guidance counselors found in agreement in perceiving students' needs for guidance counseling.
Aaron (1958)	Wickman Rating Scale	20 Teachers, elementary	Brooklyn, New York City	Teachers concerned with dis- orderly, aggressive behaviors interfering with immediate teaching situation.

Appendix E--Continued

Study	Measure	Subjects	Setting	Results
Davis (1958)	Wickman Rating Scale	Teacher Trainees 7 graduate 5 undergraduate students	Southern Illinois University	Pre and post attitudes of teacher trainees toward aggressive and recessive behaviors determined affected by a period of course instruction.
Penzer (1962)	Wickman Rating Scale	143 Teachers grades 3-6 45 School Psychologists 25 Clinicians 16 social workers 4 psychiatrists 4 psychologists	New York 31 school systems New York 7 guidance clinics	Closer agreement found between the two groups of professionals. Teachers were aware of recessive symptoms of maladjustment and clinicians recognized the seriousness of acting out behavior.
Whetstone (1965)	Instruments: (personality assessments) 1) SIV a 2) P-F Study b 3) ISD c	25 Teachers 25 Counselor trainees	University of Alabama	Teachers and guidance counselors found to be more similar than different in their perceptions of students, interpersonal values, and reactions to frustration.

a Gordon Survey of Interpersonal Values

b Rosenzweig Picture-Frustration Study

c Ideal Student Description Q-Sort

Appendix E--Continued

Study	Measure	Subjects	Setting	Results
Mansergh (1968)	Questionnaire Modified Wickman Rating Scale	456 School Personnel all levels (teachers, principals, asst. principals, counselors) 181 Parents 38 Mental Hygienists	Minneapolis, Minnesota	Difference found in three groups' perceptions of problem behavior. Teachers, principals, and parents concerned with aggressive behavior. Mental hygienists and school personnel related to the field of mental health clinicians were concerned with recessive behaviors.
Kelly, Bullock, & Dykes (1974)	Listings of behavior dis- ordered pupils	2664 Teachers, grades K-12	Florida 12 school districts	Results dealt with implications for pre- and in-service training in behavior management.
Qaisar (1975)	Quay-Peterson Behavior Problem Checklist	Teachers Mental Hygienists rating of 34 ED children 34 controls	Georgia	Agreement was found between teachers' and mental hygienists' selections of emotionally disturbed children and their identification by scores on the checklist.

Appendix E--Continued

Study	Measure	Subjects	Setting	Results
Bunting (1978)	Assessment of teacher attitudes	440 Teachers, elementary	North Carolina	Relationship between principal behaviors of students and educa- tional attitudes of teachers were not of sufficient strength to render principal behavior important in the prediction of educational attitudes of teachers.

APPENDIX F
MEASUREMENT SCHEDULES INCLUDED IN THE WICKMAN STUDY

Schedule	Treatment	Subjects	Setting	Measure
Schedule A-1	Questionnaire	29 Teachers: 28 elementary, 1 special education	Minneapolis, Minnesota	Individual lists of problem behaviors for 801 students
Schedule A-2	Questionnaire (modification of A-1 directions)	27 Teachers: 24 elementary, 3 special education	Cleveland, Ohio	Individual lists of undesirable behavior for 874 students
Schedule B-1	Rating Scale Pilot Study	27 Teachers: 24 elementary, 3 special education	Cleveland, Ohio	Compilation of 50 items of bothersome behavior. a. frequency b. seriousness
Schedule B-2	Rating Scale (modification of B-1 directions)	27 Teachers: 24 elementary, 3 special education	Cleveland, Ohio	Compilation of 50 items of bothersome behavior. a. frequency b. seriousness

Appendix F--Continued

Schedule	Treatment	Subjects	Setting	Measure
Schedule B-3	Rating Scale (modification of B-1 directions)	81 Teachers & Other School Personnel: 30 Senior Teachers' College, 41 Teachers College, Columbia Univ., 10 staff, private school	Cleveland, Ohio New York, New York	50 item scale of bothersome behavior a. frequency b. seriousness
Schedule B-4	Rating Scale (modification of B-1 directions)	511 Teachers total	Four states: New Jersey New York Ohio Minnesota	50 item scale of bother- some behavior a. frequency b. seriousness
Schedule B-5	Rating Scale (revision of B-4 directions)	30 Mental Hygienists (clinicians, psy- chiatrists, psycholo- gists, psychiatric social workers)	Child Guidance Clinics in: Cleveland & Philadelphia Department of Child Guidance in Newark, NJ	50 item scale a. seriousness b. importance
Schedule C-1	Rating Scale (problem behaviors - A-1)	29 Teachers: 28 elementary, 1 special education	Minneapolis, Minnesota	16 item scale a. occurrence

Appendix F--Continued

Schedule	Treatment	Subjects	Setting	Measure
Schedule C-2	Rating Scale (problem behaviors - A-2)	27 Teachers: 24 elementary, 3 special education	Cleveland, Ohio	51 item scale a. occurrence b. difficulty
Schedule D	Rating Scale (follow-up to C-2)	27 Teachers: 24 elementary, 3 special education	Cleveland, Ohio	Individual list of students for clinical referral a. adjustment
Schedule E	Rating Scale (follow-up to C-1)	29 Teachers: 28 elementary, 1 special education	Minneapolis, Minnesota	37 item scale, scored by calibrated rule a. adjustment

APPENDIX G

"DISTURBANCE" RATING SCALE
AND
"DISTURBING" RATING SCALE

"Disturbance" Rating Scale

Certain behavioral characteristics may be considered by various school personnel to be indicative of emotional disturbance. Please respond to each of the following items indicating, from your perception, how characteristic it is of emotional disturbance. Ask yourself, "In identifying children, is '...item...' characteristic of emotional disturbance?" Answer the item, circling 1, 2, 3, 4, or 5.

NVC-ED = Not very characteristic of emotional disturbance (1)

VC-ED = Very characteristic of emotional disturbance (5)

Behavioral Items	NVC-ED					VC-ED				
1. Is unable to build or to maintain satisfactory interpersonal relationships.	1	2	3	4	5					
2. Shows inappropriate types of behaviors, feelings, and/or responses under normal circumstances.	1	2	3	4	5					
3. Lacks self-control; indicates poor impulse control.	1	2	3	4	5					
4. Is acutely shy or withdrawn; avoids social contact.	1	2	3	4	5					
5. Displays a pervasive mood of unhappiness or depression.	1	2	3	4	5					
6. Is polite, respectful of others.	1	2	3	4	5					
7. Complains of physical illnesses or impairments.	1	2	3	4	5					
8. Seems unable to learn commensurate with intellectual, sensory, or physical development.	1	2	3	4	5					
9. Takes his/her turn appropriately.	1	2	3	4	5					

Behavioral Items	NVC-ED					VC-ED
10. Has impulsive, compulsive behaviors (excessive movement); appears unable to perceive consequences.	1	2	3	4	5	
11. Displays restless, hyperactive behaviors, is constantly moving.	1	2	3	4	5	
12. Talks incessantly, out of turn.	1	2	3	4	5	
13. Exhibits a poor self-concept.	1	2	3	4	5	
14. Reacts negatively to instructions or commands; refuses to correct mistakes, complete work.	1	2	3	4	5	
15. Lacks effective communication skills; has speech problems.	1	2	3	4	5	
16. Is truthful, honest with others.	1	2	3	4	5	
17. Engages in behavior considered dangerous to himself/herself and/or to others.	1	2	3	4	5	
18. Starts but does not complete tasks.	1	2	3	4	5	
19. Engages in bizarre behaviors and/or speech.	1	2	3	4	5	
20. Shares materials with others in a work situation.	1	2	3	4	5	
21. Has difficulty listening and/or paying attention; is easily distracted.	1	2	3	4	5	
22. Appears restless; displays a short attention span.	1	2	3	4	5	
23. Is truant, tardy, or absent excessively.	1	2	3	4	5	
24. Manipulates other persons and/or situations to get his/her own way.	1	2	3	4	5	
25. Exhibits severe acting out behavior; is physically aggressive toward others.	1	2	3	4	5	
26. Seeks teacher attention at appropriate times.	1	2	3	4	5	

(emotional disturbance)

Behavioral Items	NVC-ED					VC-ED
27. Demonstrates poor academic achievement, non-commensurate with ability.	1	2	3	4	5	
28. Shows extreme interest in the morbid.	1	2	3	4	5	
29. Demands excessive attention; engages in silly, attention seeking behavior.	1	2	3	4	5	
30. Resists, defies authority or structure; challenges teacher imposed limitations; acts defiant.	1	2	3	4	5	
31. Appears frustrated by tasks or school routine.	1	2	3	4	5	
32. Fantacizes or exaggerates occurrences.	1	2	3	4	5	
33. Demonstrates self-reliance, independence.	1	2	3	4	5	
34. Daydreams to a significant degree.	1	2	3	4	5	
35. Is unresponsive to others; ignores social initiations by peers.	1	2	3	4	5	
36. Disrupts the classroom; creates a disturbance during class activities.	1	2	3	4	5	
37. Appears happy and cheerful; seems good natured.	1	2	3	4	5	
38. Has frequent temper tantrums.	1	2	3	4	5	
39. Is destructive of personal property; damages property of others.	1	2	3	4	5	
40. Expresses feelings of inferiority; debases personal feats.	1	2	3	4	5	
41. Displays nervous, anxious, stress laden mannerisms.	1	2	3	4	5	
42. Maintains an aloofness from others.	1	2	3	4	5	
43. Displays a disinterest in the environment; appears to be unmotivated, lethargic.	1	2	3	4	5	

(emotional disturbance)

Behavioral Items	NVC-ED					VC-ED
44. Engages in repetitive, stereotyped motor behavior.	1	2	3	4	5	
45. Has a slovenly appearance.	1	2	3	4	5	
46. Is deficient in self-help skills; demands excessive individual attention and/or assistance.	1	2	3	4	5	
47. Produces work of acceptable quality given his/her skill level.	1	2	3	4	5	
48. Acts in a self-derogatory manner; is physically and/or verbally abusive toward self.	1	2	3	4	5	
49. Uses free time appropriately.	1	2	3	4	5	
50. Has inappropriate vocalizations, unusual language context; babbles.	1	2	3	4	5	
51. Acts in a childish, immature manner; whines, sulks, pouts.	1	2	3	4	5	
52. Cooperates with peers in group activities or situations.	1	2	3	4	5	
53. Self-stimulates; masturbates.	1	2	3	4	5	
54. Demonstrates angry, temperamental irritable behaviors.	1	2	3	4	5	
55. Follows established classroom rules.	1	2	3	4	5	
56. Procrastinates; delays beginning tasks or activities.	1	2	3	4	5	
57. Displays high levels of dependence; lacks self-confidence.	1	2	3	4	5	
58. Attempts to answer a question when called on by the teacher.	1	2	3	4	5	
59. Is unreliable or irresponsible when asked to perform.	1	2	3	4	5	

(emotional disturbance)

Behavioral Items		NVC-ED					VC-ED				
60.	Acts easily frightened, fearful, intimidated by events or other persons.	1	2	3	4	5					
61.	Is overly sensitive, over-reacts; is easily discouraged.	1	2	3	4	5					
62.	Ignores the distractions or interruptions of other students during academic activities.	1	2	3	4	5					
63.	Is suspicious of others; acts paranoid.	1	2	3	4	5					
64.	Follows the group; is suggestible, easily led into trouble.	1	2	3	4	5					
65.	Is verbally aggressive toward others.	1	2	3	4	5					
66.	Uses profane, obscene language, gestures.	1	2	3	4	5					
67.	Lies; distorts the truth.	1	2	3	4	5					
68.	Resolves peer conflicts or problems adequately on his/her own.	1	2	3	4	5					
69.	Makes irrelevant remarks and/or asks irrelevant questions.	1	2	3	4	5					
70.	Cheats; copies work of others.	1	2	3	4	5					
71.	Forces the submission of peers by being dominant, bossy, and/or overbearing.	1	2	3	4	5					
72.	Compliments peers regarding some attribute or behavior.	1	2	3	4	5					
73.	Is overly affectionate toward peers and/or adults.	1	2	3	4	5					
74.	Interrupts the teacher when engaged in a presentation or activity.	1	2	3	4	5					
75.	Steals; takes property belonging to others.	1	2	3	4	5					
76.	Argues; must have the final word in verbal exchanges.	1	2	3	4	5					

(emotional disturbance)

Behavioral Items		NVC-ED			VC-ED	
77.	Engages in inappropriate sexual behavior.	1	2	3	4	5
78.	Has a close friend(s); initiates conversation.	1	2	3	4	5
79.	Does not follow rules; is willfully disobedient.	1	2	3	4	5
80.	Uses property of others without asking permission.	1	2	3	4	5

You have just rated 80 items. Please indicate which of the following is true. (Check one.)

- _____ 1. I rated the extent to which the items were characteristic of emotional disturbance.
- _____ 2. I rated the extent to which the items were bothersome or disturbing in working with children.

"Disturbing" Rating Scale

Certain behavioral characteristics may be considered by various school personnel to be bothersome or disturbing in working with students. Please respond to each of the following items indicating, from your perception, how disturbing it is in working with children. Ask yourself, "In working with children, is '...item...' disturbing?" Answer the item, circling 1, 2, 3, 4, or 5.

NVD = Not very disturbing (1)

VD = Very disturbing (5)

Behavioral Items	NVD					VD				
1. Is acutely shy or withdrawn; avoids social contact.	1	2	3	4	5					
2. Has impulsive, compulsive behaviors (excessive movement); appears unable to perceive consequences.	1	2	3	4	5					
3. Displays restlessness, hyperactive behaviors, is constantly moving.	1	2	3	4	5					
4. Lacks self-control; indicates poor impulse control.	1	2	3	4	5					
5. Displays a pervasive mood of unhappiness or depression.	1	2	3	4	5					
6. Is polite, respectful of others.	1	2	3	4	5					
7. Complains of physical illnesses or impairments.	1	2	3	4	5					
8. Seems unable to learn commensurate with intellectual, sensory, or physical development.	1	2	3	4	5					
9. Takes his/her turn appropriately.	1	2	3	4	5					

Behavioral Items	NVD					VD
10. Shows inappropriate types of behaviors; feelings, and/or responses under normal circumstances.	1	2	3	4	5	
11. Is unable to build or to maintain satisfactory interpersonal relationships.	1	2	3	4	5	
12. Talks incessantly, out of turn.	1	2	3	4	5	
13. Exhibits a poor self-concept.	1	2	3	4	5	
14. Reacts negatively to instructions or commands; refuses to correct mistakes, complete work.	1	2	3	4	5	
15. Lacks effective communication skills; has speech problems.	1	2	3	4	5	
16. Is truthful, honest with others.	1	2	3	4	5	
17. Engages in behavior considered dangerous to himself/herself and/or to others.	1	2	3	4	5	
18. Starts but does not complete tasks.	1	2	3	4	5	
19. Engages in bizarre behaviors and/or speech.	1	2	3	4	5	
20. Shares materials with others in a work situation.	1	2	3	4	5	
21. Has difficulty listening and/or paying attention; is easily distracted.	1	2	3	4	5	
22. Appears restless; displays a short attention span.	1	2	3	4	5	
23. Is truant, tardy, or absent excessively.	1	2	3	4	5	
24. Manipulates other persons and/or situations to get his/her own way.	1	2	3	4	5	
25. Exhibits severe acting out behavior; is physically aggressive toward others.	1	2	3	4	5	

(disturbing)

Behavioral Items	NVD	VD
26. Seeks teacher attention at appropriate times.	1 2 3 4 5	
27. Demonstrates poor academic achievement, non-commensurate with ability.	1 2 3 4 5	
28. Shows extreme interest in the morbid.	1 2 3 4 5	
29. Demands excessive attention; engages in silly, attention seeking behavior.	1 2 3 4 5	
30. Resists, defies authority or structure, challenges teacher imposed limitations; acts defiant.	1 2 3 4 5	
31. Appears frustrated by tasks or school routine.	1 2 3 4 5	
32. Fantacizes or exaggerates occurrences.	1 2 3 4 5	
33. Demonstrates self-reliance, independence.	1 2 3 4 5	
34. Daydreams to a significant degree.	1 2 3 4 5	
35. Is unresponsive to others; ignores social initiations by peers.	1 2 3 4 5	
36. Disrupts the classroom; creates a disturbance during class activities.	1 2 3 4 5	
37. Appears happy and cheerful; seems good natured.	1 2 3 4 5	
38. Has frequent temper tantrums.	1 2 3 4 5	
39. Is destructive of personal property; damages property of others.	1 2 3 4 5	
40. Expresses feelings of inferiority; debases personal feats.	1 2 3 4 5	
41. Displays nervous, anxious, stress laden mannerisms.	1 2 3 4 5	
42. Maintains an aloofness from others.	1 2 3 4 5	

(disturbing)

Behavioral Items	NVD					VD
43. Displays a disinterest in the environment; appears to be unmotivated, lethargic.	1	2	3	4	5	
44. Engages in repetitive, stereotyped motor behaviors.	1	2	3	4	5	
45. Has a slovenly appearance.	1	2	3	4	5	
46. Is deficient in self-help skills, demands excessive individual attention and/or assistance.	1	2	3	4	5	
47. Produces work of acceptable quality given his/her skill level.	1	2	3	4	5	
48. Acts in a self-derogatory manner; is physically and/or verbally abusive toward self.	1	2	3	4	5	
49. Uses free time appropriately.	1	2	3	4	5	
50. Has inappropriate vocalizations, unusual language context; babbles.	1	2	3	4	5	
51. Acts in a childish, immature manner; whines, sulks, pouts.	1	2	3	4	5	
52. Cooperates with peers in group activities or situations.	1	2	3	4	5	
53. Self-stimulates; masturbates.	1	2	3	4	5	
54. Demonstrates angry, temperamental, irritable behaviors.	1	2	3	4	5	
55. Follows established classroom rules.	1	2	3	4	5	
56. Procrastinates; delays beginning tasks or activities.	1	2	3	4	5	
57. Displays high levels of dependence; lacks self-confidence.	1	2	3	4	5	
58. Attempts to answer a question when called on by the teacher.	1	2	3	4	5	

(disturbing)

Behavioral Items	NVD					VD
59. Is unreliable or irresponsible when asked to perform.	1	2	3	4	5	
60. Acts easily frightened, fearful, intimidated by events or other persons.	1	2	3	4	5	
61. Is overly sensitive, over-reacts; is easily discouraged.	1	2	3	4	5	
62. Ignores the distractions or interruptions of other students during academic activities.	1	2	3	4	5	
63. Is suspicious of others, acts paranoid.	1	2	3	4	5	
64. Follows the group, is suggestible, easily led into trouble.	1	2	3	4	5	
65. Is verbally aggressive toward others.	1	2	3	4	5	
66. Uses profane, obscene language, gestures.	1	2	3	4	5	
67. Lies; distorts the truth.	1	2	3	4	5	
68. Resolves peer conflicts or problems adequately on his/her own.	1	2	3	4	5	
69. Makes irrelevant remarks and/or asks irrelevant questions.	1	2	3	4	5	
70. Cheats; copies work of others.	1	2	3	4	5	
71. Forces the submission of peers by being dominant, bossy, and/or overbearing.	1	2	3	4	5	
72. Compliments peers regarding some attribute or behavior.	1	2	3	4	5	
73. Is overly affectionate toward peers and/or adults.	1	2	3	4	5	
74. Interrupts the teacher when engaged in a presentation or activity.	1	2	3	4	5	
75. Steals; takes property belonging to others.	1	2	3	4	5	

(disturbing)

Behavioral Items	NVD					VD
76. Argues; must have the final word in verbal exchanges.	1	2	3	4	5	
77. Engages in inappropriate sexual behavior.	1	2	3	4	5	
78. Has a close friend(s); initiates conversation.	1	2	3	4	5	
79. Does not follow rules; is willfully disobedient.	1	2	3	4	5	
80. Uses property of others without asking permission.	1	2	3	4	5	

You have just rated 80 items. Please indicate which of the following is true. (Check one.)

- _____ 1. I rated the extent to which the items were characteristic of emotional disturbance.
- _____ 2. I rated the extent to which the items were bothersome or disturbing in working with children.

APPENDIX H
DEMOGRAPHIC INFORMATION FORM

Demographic Information: Please answer each item by checking the appropriate space, or by writing a word or short explanatory phrase where necessary.

1. Your Age:
☐ 20 and under
 ☐ 21-25
☐ 26-30
 ☐ 31-35
☐ 36-40
 ☐ 41-45
☐ 46-50
 ☐ 51 and over
2. Position:
☐ Teacher
 ☐ Assistant Principal
☐ Principal
 ☐ Guidance Counselor
☐ Dean
 ☐ County Level Administrator
☐ School Psychologist
☐ Other (please specify) _____
3. Level of Position:
☐ Elementary
 ☐ Secondary
☐ Support Services, all levels
☐ Other (please specify) _____
4. If indicated Teacher, please check in regard to CURRENT position:
 - a. Classification:
☐ General Education
 ☐ Other (please specify) _____
☐ Special Education
 - b. Classroom Setting:
☐ Regular (including team teaching, departmental)
☐ Self-Contained special education
☐ Resource Room
☐ Other (please specify) _____
5. Professional Experience:

_____	_____
# years total	#years current position
_____	_____
# years general education	#years special education
#years other (please specify) _____	
6. Sex:
☐ Male
 ☐ Female
7. Race:
☐ Caucasian
 ☐ Black
☐ Spanish-American
 ☐ Mexican-American
☐ Other (please specify) _____
8. Marital Status:
☐ Single
 ☐ Married
9. Number of Offspring:

_____	_____	_____
Total Number	# Males	# Females
10. Educational Training:

Degree(s)	College or University	City, State
_____	_____	_____
_____	_____	_____
_____	_____	_____

APPENDIX I

COMMONALITY OF BEHAVIORS ON SELECTED INSTRUMENTS

	Behavior Problem Checklist (Quay & Peterson, 1967)	Walker Problem Behavior Identification Checklist (Walker, 1970)	Ottawa School Behavior Check List (Pimm & McClure, 1969)	Devereux Child Behavior (DCB) Rating Scale (Spivack & Spotts, 1966)
1. Social withdrawal, plays alone	x	x	x	x
2. Restlessness, inability to sit still	x	x	x	x
3. Attention-seeking, "show-off" behavior	x	x	x	x
4. Hypercritical of self; self-consciousness	x	x	x	x
5. Disruptiveness; annoy, bully, or threaten	x	x	x	x
6. Steals	x	x	x	x
7. Incoherent speech; mumbles unintelligibly	x	x	x	x
8. Negativism; defiance	x	x	x	x
9. Sluggishness, listless, tired continually	x	x	x	x
10. Enuresis, soils clothing, bed-wetting	x	x	x	x
11. Physical complaints, stomachaches, headaches	x	x	x	x
12. Underachieves; incomplete tasks; defaces work	x	x	x	x
13. Preoccupation; difficulty concentrating	x	x	x	x
14. Repetitive speech; repeats idea or thought	x	x	x	x
15. Fighting, hitting, throwing objects at peers	x		x	x
16. Temper tantrums; rage like tantrums	x	x		x
17. Daydreaming	x	x		x
18. Depression, chronic sadness, appears unhappy	x		x	x
19. Uncooperativeness in group situations; cheats	x		x	x
20. Not engage in group activities, aloofness	x	x	x	
21. Distractibility; impulsivity	x	x		x
22. Destructiveness of own or other's property	x	x	x	
23. Profane language, swearing, cursing	x		x	x
24. Nervousness; nervous tics, nail biting, etc.	x	x	x	
25. Irritability; easily aroused to anger	x	x		x
26. Cries frequently; cries without provocation		x	x	x
27. Stutters		x	x	x
28. Drowsiness; falls asleep	x		x	
29. Jealousy over attention shown others	x			x
30. Truancy from school	x		x	
31. Hypersensitivity; feel others pick on him/her	x			x
32. Anxiety; chronic general fearfulness	x			x
33. Poor muscular coordination; weak physically	x			x
34. Lies			x	x
35. Dependent on adults; needs closeness			x	x
36. Blames others	x			x
37. Nightmares; complaints of bad dreams	x			x
38. Fixed expression; lack of emotion	x			x

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BIOGRAPHICAL SKETCH

Roberta S. Ramsey was born in Ocala, Florida, on June 5, 1940. She was graduated from Ocala High School in 1958. She received her bachelor's degree cum laude in elementary education and early childhood from the University of Florida in 1962; her master's degree in special education from the University of Florida in 1976. She attended three additional universities, including Florida State University, Michigan State University, and the University of Georgia.

She has had eight years of experience in the public schools and two years in the private sector. These experiences have been in six different geographical locations and with differing socio-economic populations.

She initially taught general education classrooms, specifically grades 2, 3, 4, and 5. In Dade County, Florida, she worked with bilingual students. In DeKalb County, Georgia, she taught with the abilities' level system.

In 1971 and 1972, she was an instructor and a director of a private vocational school in Detroit, Michigan. During the 1974-1975 school year, she taught in a Title I program and with adult education in Marion County, Florida.

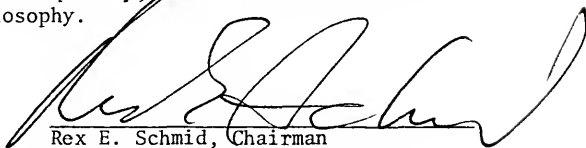
From 1975 to 1978, she worked on three levels of the special education continuum, self-contained classroom, resource room, and consultation,

with students classified as emotionally handicapped, specific learning disabled, and educable mentally handicapped. She served as Middle School Department Chairman while teaching at the Alternative School, a secondary center for severely emotionally disturbed adolescents in Alachua County, Florida.

Program requirements were fulfilled for the Ph. D. degree in special education from June 1978 to August 1981 at the University of Florida. During her period of doctoral study, she served as a coordinator and a seminar leader for the Childhood Education Program, General Education Department, University of Florida. In addition, she was engaged in consultant work in various Florida school districts, and for several public special service institutions. In 1980, she was employed as a Program and Staffing Specialist in the Exceptional Education Department in Putnam County, Florida.

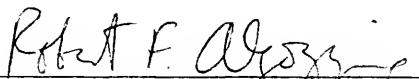
The specialty areas in her doctoral program included (1) emotionally handicapped education, (2) administration and supervision, (3) specific learning disabilities, and (4) educational research. Upon completion of the doctoral program, she will be employed in administration in the public schools.

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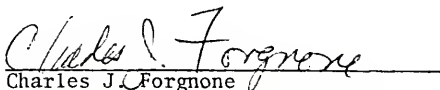
Rex E. Schmid, Chairman
Associate Professor of Special
Education

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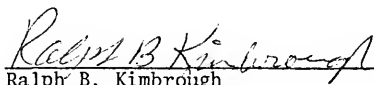
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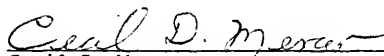
Charles J. Forgnone
Professor of Special Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



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Professor of Educational
Administration and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



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Professor of Special
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This dissertation was submitted to the Graduate Faculty of the Department of Special Education in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August 1981

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